DOCUMENT RESUME

ED 256 785 TM 850 243

TITLE	Composite Evaluation Report for Secondary Vocational Education in Wisconsin. 1983-84.
INSTITUTION	Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison. Bureau for Vocational Education.
PUB DATE	Dec 84
NOTE	104p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Advisory Committees; Data Analysis; Data Interpretation; Employer Attitudes; Employment Patterns; Graduate Surveys; Parent Attitudes; *Program Evaluation; Program Improvement; Secondary Education; *Self Evaluation (Groups); State Surveys; Student Attitudes; Teacher Attitudes; *Vocational Education; Vocational Followup; Vocational Schools
IDENTIFIERS	*Wisconsin

ABSTRACT

This report, part of a 5-year evaluation project (fiscal years 1983-87), represents a summary and synthesis of self evaluation data from 45 secondary schools. Each school conducted an extensive vocational program self evaluation, accumulating data from graduates, employers, advisory committee members, staff and current students. On site evaluations were also conducted at 15 schools, thus completing the second, or External Evaluation Phase, of the study. The final phase of the evaluation model will be the utilization of Evaluation Findings. This report is prepared to aid decision makers at local, state, and national levels in planning and assessing vocational education in Wisconsin. The evaluation system focuses on these major components of a vocational program: planning, implementation, evaluation, special needs, and vocational guidance and counseling. Selected findings of the study are presented arranged under the headings of Followup of Graduates, Employer Followup, Student Assessment, Staff Assessment, Advisory Committee Assessment, Parent Assessment, Articulation, and Summary. (DWH)

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

SECONDARY VOCATIONAL PROGRAM EVALUATION

P R O J E C T

COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

1983 - 1984

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Herbert J. Grover, State Superintendent

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COMPOSITE EVALUATION REPORT FOR SECONDARY VOCATIONAL EDUCATION IN WISCONSIN

Prepared for the

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ACKNOWLEDGEMENTS

The writers would like to acknowledge the efforts of those individuals and groups who helped in the development and conduct of the DPI Secondary Vocational Program Evaluation Project in the pilot year of FY77, in the first five-year cycle, FY78 to FY82, and in the current evaluation cycle, FY83 to FY87.

- Recognition for foresight and continual assistance is given to the Department of Public Instruction and the Bureau for Vocational Education. Richard Dignan, BVE Director, and Paul Speight, evaluation liaison supervisor are recognized for their special help and support.

- The revision advisory committee served creatively and effectively in revising the basic criteria for evaluation as well as for providing input for instrumentation and procedures, school selection, visiting team selection, and revision of the manuals.

- Administration, staff, and community members of schools participating in the statewide program evaluation effort have worked diligently with each other and with the CVTAE staff in completing the requirements for internal and external evaluation.

- Wisconsin secondary school district administrators and post-secondary administrators are especially commended for cooperating in the on-site phase of the program evaluation by releasing requested district/school staff to serve as team leaders and members. Without this reciprocity of services the on-site phase could not continue.

Elizabeth Klitzke
Project Director

December, 1984

EXECUTIVE SUMMARY

The Composite Evaluation Report for Secondary Vocational Education in Wisconsin, 1983-84 represents a summary and synthesis of self-evaluation data from 45 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, advisory committee members, staff, and current students. Fifteen schools completed on-site evaluations in fiscal 84 while the remainder have chosen to complete these activities from September, 1984 through February, 1985.

The main goal of the program evaluation is program improvement; however, the evaluation system also satisfies federal legislation and state requirements of program evaluation within a five-year cycle. Procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education: local, state and national. Findings from the data are synthesized into five outcomes of secondary vocational education in Wisconsin.

Employment

In a broad sense, the mission of secondary vocational education is to provide education for employment*. Evaluation data collected in 1983-84 give evidence that the mission is being accomplished. Instructional Program Component (IPC) programs are the most effective training method to get young people into the job market. Consistently, one-, three- and five-years out of high school, more IPC graduates are working than general sequence vocational graduates.

Wages. Technology education graduates receive the highest average wage of any program area. They not only begin at higher wages but also increase at a higher rate than many other program areas. The same statements can be made for male graduates (IPC and sequence). Agriculture graduates show considerably less increase in wage between one and five years. While business education and home economics graduates earn approximately minimum wage one year after graduation, their wage increases at about the same rate as technology education graduates. Female graduates (IPC and sequence) show both a low one-year wage and a lower rate of increase.

Job Relatedness. A high percentage of IPC graduates are working in jobs related to their high school vocational training. Moreover, that percentage remains consistent in one- and five-year data collected in 1984 as well as three-year data collected in 1982. This consistency is particularly noteworthy in light of major changes in Wisconsin's job market. Sequence graduates show a lower level of job relatedness, further supporting the effectiveness of IPC programs.

Unemployment. Unemployment rates for IPC and sequence graduates have stayed remarkably steady through a time of high unemployment statewide. Male unemployment rates are considerably lower than female unemployment rates. Even so, the female rate is less than half the statewide 1983 rate for 16-19 year olds.**

*Report of the Parker Pen Study, October, 1984.
**Wisconsin Department of Industry, Labor and Human Relations 1983: 21.2% unemployment for 16-19 year olds.

Post-Secondary Training

The vocational training provided to IPC graduates encourages immediate employment. Sequence graduates, however, are more likely to be full- and part-time students. The type of post-secondary program which graduates choose also varies. IPC graduates are more likely to choose VTAE programs; sequence graduates are more likely to choose university programs. Post-secondary relatedness is highest for IPC graduates in a VTAE program; sequence graduates in a university program show higher levels of relatedness.

Training Satisfaction

One of the strongest themes that recurs throughout the 1983-84 data is the high degree of satisfaction with vocational training expressed by graduates, in-school students, employers of graduates and parents. The consistency of response from four different groups attests to the perceived value and effectiveness of secondary vocational education.

Male/Female

More male one and five-year graduates are working full- and part-time slightly more female one-year graduates are full- and part-time students; unemployment is higher for females; and wages are higher for males. Females express a higher level of satisfaction, even though they receive lower wages and have higher unemployment. Slightly more female one-year graduates attend VTAE programs. At five years, more females have completed or are enrolled in university programs; more male five-year graduates are in VTAE programs. Employers consistently rate females higher in job preparation, preference to hire, basic skills, job skills, and personal qualities. Female in-school students are slightly more satisfied with their vocational training. Parents of female graduates are less satisfied with "the education and preparation my child received for his/her career choice."

Special Needs

Fewer special needs graduates are either working full-and part-time or are students full-and part-time. Unemployment is considerably higher for these graduates. Job relatedness is much lower, as is satisfaction with vocational training. Employers show a high level of preference to hire special needs graduates and give them a high overall rating. In-school special needs students are found in all vocational student organizations, with the highest percentage belonging to FFA and FHA. In-school special needs students show comparable satisfaction levels to other graduates. Parents of special needs graduates are less satisfied with the "education preparation given my child for his/her career choice."

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INTRODUCTORY OVERVIEW

In an attempt to be accountable for the distribution of vocational funds as well as to promote optimum planning and improvement of local programs, the Wisconsin Department of Public Instruction (DPI) in 1976 initiated and sponsored the development of an evaluation system for secondary vocational education programs. From FY78 to FY82, 244 secondary schools evaluated their vocational programs.

During the 1982-83 Secondary Vocational Program Evaluation Project, the original evaluation model was revised in a cooperative effort of state and local personnel, coordinated by the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout. Initial development was accomplished at a two-day workshop attended by project advisory committee members and CVTAE project personnel. At the workshop, the revised evaluation model was developed depicting program activities as PLANNING, IMPLEMENTATION, and EVALUATION. Key questions were generated within each program phase indicating key evaluation concerns. The instrumentation and procedures of both the Self-Evaluation Manual and Team Visitation Guidelines are based upon these identified program evaluation concerns.

The main goal of the program evaluation is program improvement; however, the evaluation system also satisfies federal legislation and state requirements of program evaluation within a five-year cycle. Procedures and instrumentation were designed to provide vocational education outcome data for three administrative levels of vocational education. The goals are prioritized as follows:

(1) Local Level - promote and assist in the evaluation of LEA* secondary vocational programs for the purpose of program improvement at the local level;

(2) State Level - provide valid and representative data on LEA* vocational programs for regional and statewide planners of vocational education;

(3) National Level - help ensure accountability of federal and state funds allocated to LEA* vocational programs and to satisfy federal legislation and state requirements of program evaluation.

This Composite Evaluation Report for Secondary Vocational Education, 1983-84 represents a summary and synthesis of self-evaluation data from 45 schools. Each school conducted an extensive vocational program self-evaluation, gathering data from graduates, employers, advisory committee members, staff, and current students. Fifteen schools completed on-site evaluations in fiscal 84 while the remainder have chosen to complete these activities from September, 1984 through February, 1985.

*LEA: Local Education Agency (K-12, or as appropriate)

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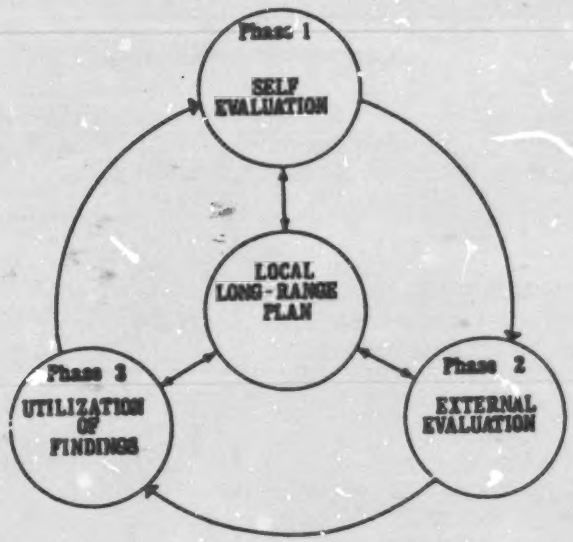
The Composite Evaluation Report presents data from only the first phase of the evaluation system, the Self-Evaluation Phase. Schools follow the self-evaluation by hosting an external on-site evaluation team to complete the second or External Evaluation Phase. Schools having completed the team phase are presently involved in the third and final phase of the evaluation model, that of Utilization of Evaluation Findings. See Figure 1 for an overview of the three evaluation phases.

Figure 1

Evaluation Phases



This composite report is prepared to aid decision makers at local, state and national levels in planning and assessing vocational education in Wisconsin. It can also be used to portray the impact of vocational education at all levels. This report, combined with similar reports from other states, could well supply Congress with valid and appropriate vocational education outcome data.

Specific recommendations for statewide program improvement are developed by the Bureau for Vocational Education from data presented in this report. Likewise, recommendations for program improvement at the local level are developed by each LEA* using findings from their Self-Evaluation Report as well as from the report prepared by the visiting team in the external phase. A separate project manual outlines a suggested utilization process to assist schools in analyzing and interpreting data as well as setting priorities for possible changes.

A note about the term "IPC." The term IPC rather than "capstone" is used throughout this report to denote the culminating portion of the vocational education program that includes occupational preparation for students based upon their career objective. This is done for two reasons: (1) the term "IPC" was used on all of the data gathering instruments; (2) the older term "capstone" is not in current usage at the Bureau for Vocational Education.

*LEA: Local Education Agency (K-12, or as appropriate)

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Chapter 1

PERSPECTIVE

The evaluation system defines and focuses on the following six major components of a vocational program: Planning, Implementation, Evaluation, Special Needs, Vocational Guidance and Counseling, and POOL. Within each program component, key questions (criteria) for evaluation were addressed through the following evaluation activities:

Phase*	Activities	Form
1	Self-Study Narrative	A
1	Student Followup Surveys	
	One-Year IPC and Sequence Graduate	B1
	Five-Year IPC and Sequence Graduate	B2
	Ten-Year IPC and Sequence Graduate	B3
	Non-Completer Graduate	B4
1	Employer Followup Surveys	
	One-Year Employer Followup	C1
	Five-Year Employer Followup	C2
	Ten-Year Employer Followup	C3
1	Student (in-school Assessment)	
	IPC and Sequence (grades 9-12)	D1
	Academic Student (grades 9-12)	D2
	POOL Student (grades 9-12)	D3
1	Staff Assessment	
	Vocational Staff	E1
	POOL Staff	E2
1	Advisory Committee Opinionnaire	F1
1	Parent Questionnaire	G1
1	Articulation Questionnaire	H1
2	On Site Team Review	

*1 = Self-Evaluation; 2 = External Evaluation

Students, graduates, employers of graduates, advisory committee members and vocational staff were surveyed through the above activities providing data on key evaluation concerns for local program improvement.

It should be noted that Chapter 2 of this report includes only *selected* composite data from each self-evaluation activity. The tables present major evaluator findings and comparisons judged by the writers to be of interest to vocational educators and planners across the state. However, a full report of all composite data is displayed in complete format not included in this publication. Anyone interested in receiving a copy can do so by contacting the Center for Vocational, Technical and Adult Education at UW-Stout (715-232-3195).

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Chapter 3 of this report brings together data about program areas and specific populations from the mass of composite data, so that vocational educators working with a specific area may seek highlighted strengths and weaknesses of that program.

Chapter 4 draws conclusions about five selected outcomes of secondary vocational programs: employment, post-secondary training, training satisfaction, male/female, and special needs. The material in this chapter will look at each outcome as it is documented through all IPC and sequence programs.

The writers would like to call the reader's attention to some characteristics of the sample. Schools used in this effort embraced 45 schools out of a statewide total of over 230 regularly funded schools. In addition, data were collected from eight schools receiving only POOL funding. Data for these schools are presented as "POOL-only". Students in regularly funded schools also particpated in POOL projects; they are presented as "POOL".

Data contain the following population numbers:

	45 Regular Schools N	8 POOL-only Schools N
one-year graduates	3,284	232
five-year graduates	716	
ten-year graduates	39	
non-completers	72	
employers of one-year graduates	701	
employers of five-year graduates	139	
employers of ten-year graduates	20	
in-school vocational students (grades 9-12)	16,036	1,727
in-school academic students (grades 9-12)	3,279	
POOL students	292	107
Vocational staff	641	
POOL staff	121	40
parents	1,240	
articulation	424	

Return response percentage for the graduate followups ranged from a low of 41 percent to a high of 86 percent with a median of 67 percent. The return response percentage for the employer followups ranged from a low of 25 percent to a high of 100 percent with a median of 62 percent.

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Chapter 2

SELECTED FINDINGS

The following information in this chapter is presented in sections relating to the self-evaluation activities conducted by LEAs.

Page

4 Followup of Graduates

The first section deals with followup of one and five-year graduates of IPC and sequence programs. In some cases, data from the FY78-FY82 evaluation cycle are shown.

13 Employer Followup

Data from employers of one and five-year graduates are presented.

20 Student Assessment

This section shows data from IPC and sequence students as well as academic students. All are in grades 9-12. Data from POOL students in regular and POOL-only schools are presented.

41 Staff Assessment

This section presents data from overall vocational staff and POOL staff.

48 Advisory Committee Assessment

Data from advisory committee members are presented.

50 Parent Assessment

This section shows data from parents. Since this questionnaire is optional, parents of either graduates or in-school students were surveyed.

51 Articulation

Data from in-school staff members who articulate across disciplines and from staff members outside the district who articulate in vocational programming are presented.

54 Summary

The final section includes a narrative summary of the previous seven sections.

Data elicited from the respondent populations were key entered and processed by the Center for Vocational, Technical and Adult Education at UW-Stout. Analysis programs were used which generated number, percent, mean and standard deviation for each item. The unique computer printout designed for this project also printed each item question and each allowable response to enable the data to be analyzed and transferred to first level table shells with relative ease. A one-page example of a graduate printout is provided in Appendix B, page 84.

It will be seen that percentages in the following tables will not in each case total exactly 100 percent, caused by rounding errors, omits, and multiple responses to certain items.

ARE VOCATIONAL GRADUATES IN THE LABOR MARKET?

Table 1 displays the employment and educational status of one- and five-year sequence and IPC graduates from 45 schools, and three-year sequence and Capstone graduates from 47 schools.

Table 1

EMPLOYMENT AND EDUCATIONAL STATUS OF VOCATIONAL GRADUATES

GRADUATE STATUS	One-Year Graduates Surveyed in '84			Five-Year Graduates Surveyed in '84			Cycle I Three-Year Graduates Surveyed in '82	
	N = 1519 SEQUENCE %	N = 1300 IPC %	N = 446 GENERAL ED. %	N = 230 SEQUENCE %	N = 366 IPC %	N = 120 GENERAL ED. %	N = 1198 SEQUENCE %	N = 1409 CAPSTONE %
(1) employed FULL time in a paid non-military occupation.	19	26	9	67	72	47	44	53
(2) employed FULL time in the military service.	4	4	5	3	2	4	5	5
(3) employed PART time - not in school.	10	11	5	8	8	11	[illegible]	5
(4) employed PART time while in school.	25	25	20	4	4	14	17	12
(5) full-time student - not employed part time.	31	24	56	4	5	13	15	13
(6) full-time homemaker - not looking for paid employment							4	2
(7) full-time homemaker - looking for paid employment							2	1
(8) unemployed but looking for paid employment.	8	8	4	9	5	7	6	6
(9) unemployed - not looking for paid employment	2	1	1	5	3	3	1	2

Employment Status

- IPC graduates show a higher percentage of employment full and part time one and five years out of high school.
- The percentage of graduates employed full and part time increases the longer they are out of high school. For example: 66 percent, one-year IPC; 75 percent, three-year Capstone*; 86 percent, five-year IPC.
- There is no difference in unemployment between sequence and IPC graduates one year after graduation. At five years, IPC graduates show a lower unemployment percentage. For example: nine percent, sequence; five percent, IPC.
- Unemployment has stayed remarkably steady through a time of high unemployment statewide. For example: eight percent, one-year IPC; six percent, three-year Capstone*; five percent, five-year IPC.

Educational Status

- More sequence graduates are full and part-time students one year after graduation. For example: 56 percent sequence; 49 percent, IPC.
- The percentage of graduates attending school full and part time decreases the longer they are out of school. For example: 49 percent, one-year IPC; 25 percent, three-year Capstone*; nine percent, five-year IPC.

*Three-year Capstone data were collected in 1982 as part of the FY78-FY82 evaluation cycle.

HOW ARE MALE/FEMALE GRADUATES PARTICIPATING IN THE LABOR MARKET?

Table 2 displays the employment and educational status of 3284 male/female one-year graduates and 716 male/female five-year graduates from 45 schools.

Table 2

EMPLOYMENT AND EDUCATIONAL STATUS OF MALE AND FEMALE GRADUATES

GRADUATE STATUS	SURVEYED IN 1981							
	ONE-YEAR GRADUATES				FIVE-YEAR GRADUATES			
	N = 1566 Male		N = 1718 Female		N = 353 Male		N = 363 Female	
	N	%	N	%	N	%	N	%
• employed FULL time in a paid non-military occupation. . .	385	25	276	16	255	72	221	61
• employed FULL time in the military service	124	8	14	1	12	3	6	2
• employed PART time - not in school.	120	8	207	12	25	7	35	10
• employed PART time while in school.	368	23	433	25	21	6	20	5
• full-time student - not employed part time	451	29	576	33	23	7	22	6
• unemployed but looking for paid employment.	95	6	164	10	14	4	36	10
• unemployed - not looking for paid employment.	13	1	44	3	3	1	23	6

Employment Status

- The percentage of male graduates employed full and part time is higher than female graduates both at one and five years. For example: 64 percent, one-year male; 54 percent, one-year female; 88 percent, five-year male; and 78 percent, five-year female.

- Unemployment is higher for female graduates than for male graduates. For example: six percent, one-year male; 10 percent, one-year female; four percent, five-year male; 10 percent, five-year female.

Educational Status

- Over half of both male and female one-year graduates are students full and part time. For example: 52 percent, one-year male; 58 percent, one year female.

- Slightly over 10 percent of both male and female five-year graduates are students full and part time. For example: 13 percent, five-year male; 11 percent, five-year female.

Table 3 displays the employment and educational status of one-year special needs and POOL graduates from 45 schools.

Table 3

EMPLOYMENT AND EDUCATIONAL STATUS
OF
ONE-YEAR* SPECIAL NEEDS AND POOL GRADUATES

GRADUATE STATUS	SURVEYED IN 1984					
	SPECIAL NEEDS GRADUATES N = 224		POOL GRADUATES Class-size N = 36		Slot-in N = 4	
	N	%	N	%	N	%
• employed FULL time in a paid non-military occupation. . .	50	22	7	19	1	25
• employed FULL time in the military service	12	5	0	0	0	0
• employed PART time - not in school	23	10	3	8	0	0
• employed PART time while in school	30	13	11	31	0	0
• full-time student - not employed part time	50	22	13	36	1	25
• unemployed but looking for paid employment.	51	23	1	3	0	0
• unemployed - not looking for employed	8	4	1	3	2	50

Employment Status

- Fifty percent of the one-year special needs graduates are employed full and part time.
- Unemployment for one-year special needs graduates shows 23 percent.
- Fifty-eight percent of the one-year (Class-Size) POOL graduates are employed full and part time.
- Unemployment for one-year (Class-Size) POOL graduates shows three percent.

Educational Status

- Thirty-five percent of the one-year special needs graduates are students full and part time.
- The proportion of one-year POOL graduates as full and part-time students is higher than any other group of graduates. For example: 67 percent, (Class-Size) POOL; 56 percent, sequence; 49 percent, IPC; and 35 percent, special needs.

*Five-year special needs data is too small to report.

HOW ARE MALE/FEMALE GRADUATES FROM POOL-ONLY SCHOOLS PARTICIPATING IN THE LABOR MARKET?

Table 4 displays the employment and educational status of 232 male/female one-year graduates from 8 POOL-only schools.

Table 4

EMPLOYMENT AND EDUCATIONAL STATUS OF MALE AND FEMALE GRADUATES

GRADUATE STATUS	SURVEYED IN 1984			
	N = 115 Male		N = 117 Female	
	N	%	N	%
• employed FULL time in a paid non-military occupation	49	43	27	23
• employed FULL time in the military service.	5	4	0	0
• employed PART time - not in school	7	6	16	14
• employed PART time while in school	24	21	29	25
• full-time student - not employed part time.	26	23	26	22
• unemployed, but looking for paid employment	3	3	12	10
• unemployed - not looking for paid employment	1	1	6	5

Employment Status

- The percentage of male graduates employed full and part time is higher than female graduates. For example: 74 percent, male; 62 percent, female.
- Unemployment is higher for female graduates than for male graduates. For example: three percent, male; 10 percent female.

Educational Status

- Less than half of both male and female one-year graduates are students full and part time. For example: 43 percent, one-year male; 47 percent, one-year female.

DO VOCATIONAL GRADUATES WORK IN FIELDS RELATED TO THEIR EDUCATIONAL TRAINING?

Table 5 displays the relatedness of employed vocational graduates' present jobs to their vocational training.

Table 5

RELATEDNESS OF PRESENT JOBS TO VOCATIONAL TRAINING

Job Title coded as:	ONE-YEAR GRADUATES - SURVEYED IN 1984					
	N = 859 SEQUENCE %	N = 858 IPC %	N = 111 SPECIAL NEEDS %	N = 22 POOL %	N = 963 MALE %	N = 927 FEMALE %
• related to high school vocational program. . .	43	66	46	62	53	52
• not related to high school vocational program	56	34	54	38	47	47
Job Title coded as:	FIVE-YEAR GRADUATES - SURVEYED IN 198					
	N = 188 SEQUENCE %	N = 314 IPC %	N = 4 SPECIAL NEEDS %	N = POOL %	N = 309 MALE %	N = 283 FEMALE %
• related to high school vocational program. . .	61	69	Small Sample	Not Available	62	61
• not related to high school vocational program	39	31			38	39

Job Title coded as:	THREE-YEAR GRADUATES SURVEYED IN 1982
	N = 1409 Capstone* %
• related to high school vocational program. . . .	65
• not related to high school vocational program	35

Data collected in 1984 showed that approximately two-thirds of one- and five-year IPC graduates are working in a job related to their high school vocational program. Three-year Capstone graduates showed a similar percentage.

For example: 66 percent, one-year IPC; 65 percent, three-year Capstone*; 69 percent, five-year IPC.

There was no difference in relatedness levels between male and female one- and five-year graduates.

*Three-year Capstone data were collected in 1982 as part of the FY78-82 evaluation cycle.

DO VOCATIONAL GRADUATES FROM POOL-ONLY SCHOOLS WORK IN FIELDS RELATED TO THEIR EDUCATIONAL TRAINING?

Table 6 displays the relatedness of employed vocational graduates' present jobs to their vocational training.

Table 6

RELATEDNESS OF PRESENT JOBS TO VOCATIONAL TRAINING
1984

Job Title Coded as:	ONE-YEAR GRADUATES-SURVEYED IN 1984		
	N = 157 TOTAL %	N = 84 Male %	N = 73 Female %
• related to high school vocational program. . .	47	40	55
• not related to high school vocational program	53	60	45

Data collected in 1984 showed that less than one-half of one-year graduates in POOL-only schools are working in a job related to their high school vocational program.

More females work in jobs related to their high school training. (Male, 40 percent and female, 55 percent)

ARE GRADUATES SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 7

GRADUATES' EXPRESSION OF SATISFACTION
WITH THEIR VOCATIONAL TRAINING

"How do you feel about the vocational training you received at your high school?"	ONE-YEAR GRADUATES - SURVEYED IN 1984					
	N = 1519 SEQUENCE %	N = 1300 IPC %	N = 224 SPECIAL NEEDS %	N = 40 POOL %	N = 1566 MALE %	N = 1718 Female %
• I was very satisfied.	14	31	17	32	20	21
• I was satisfied. .	61	53	52	58	55	59
• I was unsatisfied.	11	7	9	3	10	10
• I was very unsatisfied.	2	3	7	3	3	2

Omits are not included

"How do you feel about the vocational training you received at your high school?"	THREE-YEAR GRADUATES SURVEYED IN 1982
	N = 1409 CAPSTONE* %
• I was very satisfied.	25
• I was satisfied. .	55
• I was unsatisfied.	8
• I was very unsatisfied.	6

All graduates expressed a high level of satisfaction with their vocational programs. Percent of overall satisfaction between one-year IPC (84 percent) and three-year Capstone* graduates (80 percent) is comparable. Special needs show the lowest level of overall satisfaction (69 percent). Male and female overall satisfaction with high school vocational training varies from 75 to 80 percent.

*Three-year Capstone data were collected in 1982 as part of the FY78-82 evaluation cycle.

Five-year graduates (surveyed in 1984) were not asked this question.

ARE GRADUATES FROM POOL-ONLY SCHOOLS SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 8

GRADUATES' EXPRESSION OF SATISFACTION
WITH THEIR VOCATIONAL TRAINING
1984

"How do you feel about the vocational training you received at your high school?"	ONE-YEAR GRADUATES - surveyed in 1984		
	N = 232 TOTAL %	N = 115 Male %	N = 117 Female %
• I was very satisfied.	18	13	22
• I was satisfied. . .	56	63	50
• I was unsatisfied. .	16	17	15
• I was very unsatisfied.	5	3	6

Omits are not included

Most graduates were satisfied with their vocational programs. Male and female overall satisfaction with high school vocational training varies from 76 to 72 percent.

WHAT DO VOCATIONAL GRADUATES EARN?

Table 9 displays the average hourly wage of 1984 one- and five-year vocational graduates; and 1982 three-year Capstone* graduates.

Table 9

AVERAGE HOURLY WAGE EARNED BY VOCATIONAL GRADUATES

"What is your present hourly wage before deductions?"	SURVEYED IN 1984		SURVEYED IN 1982
	N = 3284 ONE-YEAR GRADUATES	N = 716 FIVE-YEAR GRADUATES	N = 1409 THREE-YEAR CAPSTONE* graduates
SEQUENCE.	$3.56	$5.91	$4.39
IPC	3.61	5.42	4.62
SPECIAL NEEDS	3.60	Small Sample	NA**
POOL.	4.68	NA	NA
POOL-only.	3.69	NA	NA
Male.	3.86	6.08	4.87
Female.	3.30	4.94	4.01

POOL graduates earn the highest average hourly wage at one-year ($4.68). At five years, male graduates earn the highest average hourly wage ($6.08). POOL-only graduates attended schools with only POOL funding.

The ratio of female wage to male wage drops from 85 percent at one year ($3.30:$3.86) to 81 percent ($4.94:$6.08) at five years.

*Three-year Capstone data were collected in 1982 as part of the FY78-FY82 cycle.

**NA = Not Available

DO EMPLOYERS PREFER TO HIRE VOCATIONALLY TRAINED GRADUATES?

Table 10

EMPLOYERS' PREFERENCE FOR HIRING VOCATIONALLY TRAINED GRADUATES

"From past experience, would you prefer to hire persons who have had high school vocational training?"	EMPLOYER RESPONSE						
	ONE-YEAR GRADUATES SURVEYED IN 1984						GRADUATES SURVEYED IN 1982
	N = 285 SEQUENCE %	N = 373 IPC %	N = 28 SPECIAL NEEDS %	N = 10 POOL %	N = 322 MALE %	N = 378 FEMALE %	N = 820 CAPSTONE* %
• No preference. .	19	9	18	40	16	14	11
• Some preference.	51	49	39	40	47	50	41
• A good deal of preference . . .	26	40	39	20	34	34	46

"From past experience would you prefer to hire persons who have had high school vocational training?"	EMPLOYER RESPONSE			
	FIVE-YEAR GRADUATES SURVEYED IN 1984			
	N = 43 SEQUENCE %	N = 90 IPC %	N = 65 MALE %	N = 74 FEMALE %
• No preference. . .	28	19	23	20
• Some preference. .	28	43	40	38
• A good deal of preference	40	37	34	39

Employers of one-year IPC and Capstone* graduates reported the highest level of preference for hiring vocationally trained graduates (IPC: 89 percent, Capstone*: 87 percent). Five-year IPC graduates received 80 percent preference from employers.

Employers of Sequence graduates show less preference for hiring vocationally trained graduates (one-year, 77 percent; five-year, 68 percent).

Employers of POOL graduates show the lowest level of preference (60 percent).

Employers indicated slightly more preference to hire female than male graduates (at one year: female, 84 percent; male, 81 percent. At five-years: female, 78 percent; male, 74 percent).

*Capstone data were collected in 1982 as part of the FY78-82 evaluation cycle.

HOW DO EMPLOYERS RATE VOCATIONAL PREPARATION OF HIGH SCHOOL VOCATIONAL GRADUATES IN COMPARISON TO OTHERS WITHOUT SUCH TRAINING?

Table 11

EMPLOYERS RATE VOCATIONAL TRAINING
OF HIGH SCHOOL VOCATIONAL GRADUATES

"As a result of this person's vocational training, how would you rate his/her preparation in relation to other employees in his/her wage group who did not receive such training?"	ONE-YEAR GRADUATES SURVEYED IN 1984					
	N = 285 SEQUENCE %	N = 373 IPC %	N = 28 SPECIAL NEEDS %	N = 10 POOL %	N = 322 MALE %	N = 378 FEMALE %
• No basis for comparison. . .	19	19	18	20	23	18
• Individual is less prepared	3	3	7	0	3	3
• Both are about the same. . .	38	23	21	30	28	30
• Individual is better prepared	39	55	54	50	47	49

Fifty-five percent of employers of IPC graduates and 39 percent of employers of sequence graduates rated the individual as better prepared in relation to other employees in his/her wage group. Male and female ratings were very similar.

HOW DO EMPLOYERS RATE VOCATIONAL GRADUATES' ATTITUDES TOWARD ON-THE-JOB TRAINING?

Table 12

EMPLOYERS RATE ATTITUDES TOWARD ON-THE-JOB TRAINING
OF
ONE-YEAR VOCATIONAL GRADUATES

"What has been this employee's attitude toward on-the-job training?"	ONE-YEAR GRADUATES - SURVEYED IN 1984					
	N = 285 SEQUENCE %	N = 373 IPC %	N = 28 SPECIAL NEEDS %	N = 10 POOL %	N = 32 MALE %	N = 378 FEMALE %
• No training has been offered.	6	6	4	0	6	5
• Negative, resists training	0	0	0	0	0	1
• Acceptant, but needs prodding	15	9	18	20	11	12
• Positive, willing to learn.	52	49	46	40	52	49
• Very positive, eager to learn.	25	35	29	40	29	32

Over eight out of 10 employers of IPC and POOL graduates rated graduates' attitudes toward on-the-job training as positive and very positive. Male/female ratings were very similar. Employers of sequence graduates indicated lower ratings toward employee attitude about on-the-job training.

WHAT POST-SECONDARY PROGRAM ARE GRADUATES CURRENTLY ATTENDING?

Table 13

GRADUATES' POST-SECONDARY PROGRAMS

Post-Secondary Program	One-Year Graduates											
	N = 1519 Sequence		N = 1300 IPC		N = 224 Special Needs		N = 40 POOL		N = 1566 Male		N = 1718 Female	
	N	%	N	%	N	%	N	%	N	%	N	%
• one and two-year VTAE program	298	19	334	25	53	24	12	30	296	19	384	22
• university program	522	34	276	21	30	13	9	23	510	33	568	33
• apprenticeship	4	0	14	1	0	0	0	0	17	1	2	0
• in-service on-the-job training	32	2	43	3	6	3	0	0	61	4	28	2
• other training	104	7	82	6	15	7	4	10	106	7	102	6
• not in school	470	31	473	36	95	42	12	30	456	29	549	32

Post-Secondary Program	Five-Year Graduates											
	N = 230 Sequence		N = 366 IPC		N = 7 Special Needs		POOL		N = 353 Male		N = 363 Female	
	N	%	N	%	N	%	N	%	N	%	N	%
• one and two-year VTAE program	54	24	104	28	Sample too Small		Not Applicable		97	27	80	22
• university program	58	25	51	14					62	18	86	23
• apprenticeship	7	3	13	4					22	6	4	1
• in-service/on-the-job training	42	18	73	20					75	21	67	18
• other training	42	18	87	24					82	23	90	25
• not in school	64	28	103	28					91	26	92	25

Omits are not included

One-year sequence graduates are more likely to attend university programs. Slightly more one-year IPC graduates attend VTAE programs. Five-year data show similar trends.

Table 14

EMPLOYER RATINGS
OF VOCATIONAL GRADUATES SURVEYED IN 1984

Standard Deviation
Key for Tables

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

	N
Sequence	285
IPC	373

AREA OF VOCATIONAL TRAINING	Not at all Prepared 1	2	Adequately Prepared 3	4	Well Prepared 5	Mean	Standard Deviation
"Rate the vocational training received by the graduate in ... technical knowledge."							
Sequence			ooooooooooooooooooo			(3.55)	1.02
IPC			**********			(3.79)	.88
"Rate the vocational training received by the graduate on work attitude."							
Sequence			ooooooooooooooooooooooo			(4.04)	1.01
IPC			**********			(4.19)	.89
"Rate the vocational training received by the graduate on work quality."							
Sequence			ooooooooooooooooooo			(3.95)	.96
IPC			**********			(4.10)	.87
"Rate the vocational training received by the graduate on work quantity (output)."							
Sequence			ooooooooooooooooooo			(3.86)	.97
IPC			**********			(3.98)	.94
"Overall rating of the vocational training received by this individual as it relates to the requirements of his/her job."							
Sequence			ooooooooooooooooooo			(3.86)	.86
IPC			**********			(4.11)	.76

Employers consistently rate graduates as adequately prepared in vocational training areas of technical knowledge, work attitude, work quality and work quantity. Employers rate graduates' overall vocational training as more than adequately prepared.

Employers rate IPC graduates higher than sequence graduates. Standard deviations indicate a high level of agreement in all ratings.

Table 15

EMPLOYERS RATE THE BASIC SKILLS OF ONE-YEAR VOCATIONALLY TRAINED GRADUATES

"In the following areas of basic skills how adequately prepared was this employee?"	Not at all Prepared 1 2 Adequately Prepared 3 4 Well Prepared 5		
Sequence N = 285		Mean	Standard Deviation
Reading	oooooooooooooooooooooooooo	(3.84)	.93
Spelling	oooooooooooooooooooooooooo	(3.80)	.99
Arithmetic	oooooooooooooooooooooooooo	(3.75)	.98
Writing	oooooooooooooooooooooooo	(3.65)	1.00
Speaking	oooooooooooooooooooooooooo	(3.76)	.96
Listening	oooooooooooooooooooooooooo	(3.80)	.99
IPC N = 373			
Reading	**************************	(3.89)	.95
Spelling	**************************	(3.76)	1.05
Arithmetic	**************************	(3.80)	.98
Writing	**************************	(3.69)	1.06
Speaking	**************************	(3.76)	.98
Listening	**************************	(3.88)	.97

Employers consistently rate the basic skills of one-year graduates as slightly more than adequately prepared. Agreement among employers is high (standard deviations ranged from .91 to 1.05).

There is very little difference between ratings given to sequence and IPC graduates.

Rating Scale

Not at all Prepared		Adequately Prepared		Well Prepared
1	2	3	4	5

Standard Deviation (key)

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

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Table 16

EMPLOYERS RATE JOB SKILL PREPARATION
OF 701 ONE-YEAR VOCATIONALLY TRAINED GRADUATES
1984

	N
Sequence	285
IPC	373

"In the following characteristics of employment, how well prepared was this employee for the job for which hired?"	Not at all Prepared 1 2	Adequately Prepared 3 4	Well Prepared 5	Mean	Standard Deviation
Neat, clean, and appropriate appearance.					
Sequence	oooooooooooooooooo			(4.29)	.85
IPC	**********			(4.37)	.82
Prompt and dependable in attendance.					
Sequence	oooooooooooooooooo			(4.15)	1.02
IPC	**********			(4.28)	.93
Willing to accept and perform tasks.					
Sequence	oooooooooooooooooo			(4.08)	.93
IPC	**********			(4.25)	.86
Ability to work with co-workers.					
Sequence	oooooooooooooooooo			(4.05)	.95
IPC	**********			(4.22)	.85
Shows consideration and kindness towards others.					
Sequence	oooooooooooooooooo			(4.16)	.91
IPC	**********			(4.18)	.88
Accepting advice and supervision					
Sequence	oooooooooooooooooo			(3.99)	.95
IPC	**********			(4.09)	.94
Use of tools and equipment					
Sequence	oooooooooooooooo			(3.66)	.99
IPC	**********			(3.96)	.89
Understanding the value and importance of work .					
Sequence	oooooooooooooooooo			(3.79)	1.10
IPC	**********			(3.92)	.97
Selection and care of space, materials, and supplies					
Sequence	oooooooooooooooooo			(3.74)	.91
IPC	**********			(3.87)	.90
Ability to plan and direct own work.					
Sequence	oooooooooooooooo			(3.56)	1.08
IPC	**********			(3.70)	1.03
Ability to make sound decisions.					
Sequence	oooooooooooooooo			(3.58)	.99
IPC	**********			(3.63)	.95
Working in a leadership role if applicable . . .					
Sequence	oooooooooooooooo			(3.39)	1.16
IPC	**********			(3.48)	1.09

Employers of vocationally trained graduates were consistently in a "high level of agreement" in rating graduates from adequately to well prepared on the general job skills listed above. (Standard Deviations ranged from .82 to 1.16). These skills are shown in relative rank order for 1984 responses based on the mean rating of IPC graduates.

IPC graduates received higher ratings than sequence graduates. "Use of tools and equipment" showed the largest difference (IPC, 3.96; sequence, 3.66).

Table 17

Student Assessment
by Grade Level

Grade	1984 N	%
9	3630	23
10	3875	24
11	4061	25
12	4453	28
TOTAL.	16019*	

*Seventeen students omitted this item.

Table 18

Student Assessment
By Program Area

Program	1984 N	%
Agriculture	1755	11
Business Education.	4923	30
Health Occupations.	1613	10
Home Economics.	1484	9
Technology Education. . . .	4230	25
Marketing Education	773	5
TOTAL	14778**	

**Ten percent omitted this item.

Table 19

Student Assessment
By Grade Level - POOL-Only Schools
1984

Grade	1984 N	%
9	366	21
10	366	21
11	422	24
12	572	33
TOTAL	1726*	

*One student omitted this item.

Table 20

Student Assessment
By Program Area - POOL-Only Schools

Program	1984 N	%
Agriculture.	110	6
Business Education	592	33
Health Occupations	202	11
Home Economics	146	8
Technology Education	479	27
Marketing Education.	105	6
TOTAL.	1634	

**Ten percent omitted this item.

ARE CURRENT STUDENTS AFFILIATED WITH VOCATIONAL STUDENT ORGANIZATIONS?

Table 21

OVERALL STUDENT MEMBERSHIP STATUS IN VOCATIONAL STUDENT ORGANIZATIONS

1984
N = 16036

"I am a member of the following student organizations."	Student Response %
• Distributive Education Clubs of America (DECA)	4
• Future Business Leaders of America (FBLA)	4
• Future Farmers of America (FFA)	11
• Home Economics Related Occupations (HERO)	2
• Vocational and Industrial Clubs of America (VICA)	3
• Future Homemakers of America (FHA)	6
• Other	7
• None	54

NOTE: Responses are given for sequence and IPC students. Nonvocational student response is not included. Nine percent omitted this item.

Over six out of ten student respondents do not presently claim membership in a vocational student organization.

ARE CURRENT STUDENTS FROM POOL-ONLY SCHOOLS AFFILIATED WITH VOCATIONAL STUDENT ORGANIZATIONS?

Table 22

OVERALL STUDENT MEMBERSHIP STATUS IN VOCATIONAL STUDENT ORGANIZATIONS

1984
N = 1727

"I am a member of the following student organizations."	Student Response %
• Distributive Education Clubs of America (DECA)	5
• Future Business Leaders of America (FBLA)	1
• Future Farmers of America (FFA)	4
• Home Economics Related Occupations (HERO)	0
• Vocational and Industrial Clubs of America (VICA)	1
• Future Homemakers of America (FHA)	3
• Other	4
• None	70

NOTE: Responses are given for sequence and IPC students. Thirteen percent omitted this item.

Three-quarters of all student respondents do not presently claim membership in a vocational student organization.

Table 23

STUDENT MEMBERSHIP STATUS IN
VOCATIONAL STUDENT ORGANIZATIONS
BY PROGRAM AREA

"I am a member of the following student organizations."	STUDENT RESPONSE PERCENT					
	AGRICULTURE %	BUSINESS EDUCATION %	HEALTH OCCUPATIONS %	HOME ECONOMICS %	TECHNOLOGY EDUCATION %	MARKETING EDUCATION %
• DECA	1	3	3	2	1	40
• FBLA	0	12	5	3	0	4
• FFA	68	2	3	3	9	5
• HERO	1	2	3	8	0	1
• VICA	4	1	1	1	8	1
• FHA	1	8	11	18	0	4
• OTHER	8	8	13	8	6	5
• NONE	24	62	59	57	67	40

NOTE: Nonvocational student responses are not included in the above percentage.

When student membership status is analyzed by vocational program area, it is shown that two disciplines have high participation in student organizations. Marketing education reports 40 percent membership in DECA; agriculture reports 68 percent membership in FFA. Home economics students report 26 percent membership in FHA/HERO.

Low participation in student organizations is indicated in the remaining vocational disciplines; between 59 and 67 percent of all other program areas report no membership in student organizations.

Table 24

STUDENT MEMBERSHIP STATUS FROM POOL-ONLY SCHOOLS IN VOCATIONAL STUDENT ORGANIZATIONS BY PROGRAM AREA

1984

N = 1727

"I am a member of the following student organizations."	STUDENT RESPONSE PERCENT					
	AGRICULTURE %	BUSINESS EDUCATION %	HEALTH OCCUPATIONS %	HOME ECONOMICS %	TECHNOLOGY EDUCATION %	MARKETING EDUCATION %
• DECA	1	3	2	4	2	43
• FBLA	0	2	1	1	0	1
• FFA	43	2	3	1	2	1
• HERO	0	0	0	1	0	1
• VICA	0	1	1	1	1	0
• FHA	1	4	5	4	0	5
• OTHER	5	4	5	3	4	2
• NONE	46	74	68	73	76	42

When student membership status is analyzed by vocational program area, it is shown that two disciplines have some participation in student organizations. Marketing education reports 43 percent membership in DECA; agriculture reports 43 percent membership in FFA.

Low participation in student organizations is indicated in the remaining vocational disciplines; between 73 percent and 80 percent of all other program areas report no membership in student organizations.

WHAT ARE CURRENT VOCATIONAL STUDENTS POST HIGH SCHOOL PLANS?

Table 25

VOCATIONAL STUDENTS' POST HIGH SCHOOL PLANS

"Following high school, I plan to:"	1984 N = 16036 Student Response %
Omit: 1%	
• go to work.	19
• go on to school	25
• both go on to school and work	42
• military.	10
• other	3

Four out of 10 of the 1984 respondents plan to both go to work and school while 19 percent are planning on going directly to work. Twenty-five percent plan to go on to school.

Figure 2 (page 28) shows more detailed student response to present plans for work or school following high school.

Of those graduates who plan to go on to school following high school, 1682 or 10 percent indicated they will enroll in a one-year vocational diploma program, 3377 or 20 percent in a vocational associate degree program, 5804 or 34 percent in a four-year university, and 339 or two percent in an apprenticeship program.

WHAT ARE CURRENT VOCATIONAL STUDENTS FROM POOL-ONLY SCHOOL POST HIGH SCHOOL PLANS?

Table 26

VOCATIONAL STUDENTS' POST HIGH SCHOOL PLANS

"Following high school, I plan to:"	1984 N = 1727 Student Response %
Omit: 2%	
• go to work	15
• go on to school	27
• both go on to school and work	47
• military	8
• other	2

Over four out of 10 of the 1984 respondents plan to both go to work and school while 15 percent are planning on going directly to work. Twenty-seven percent plan to go on to school.

Figure 3 (page 29) shows more detailed student response to present plans for work or school following high school.

Of those graduates who plan to go on to school following high school, 130 or eight percent indicated they will enroll in a one-year vocational diploma program, 380 or 22 percent in a vocational associate degree program, 739 or 43 percent in a four-year university, and 52 or three percent in an apprenticeship program.

Figure 2

1984 OVERVIEW OF STUDENT RESPONSE TO POST HIGH SCHOOL PLANS

N = 16,036

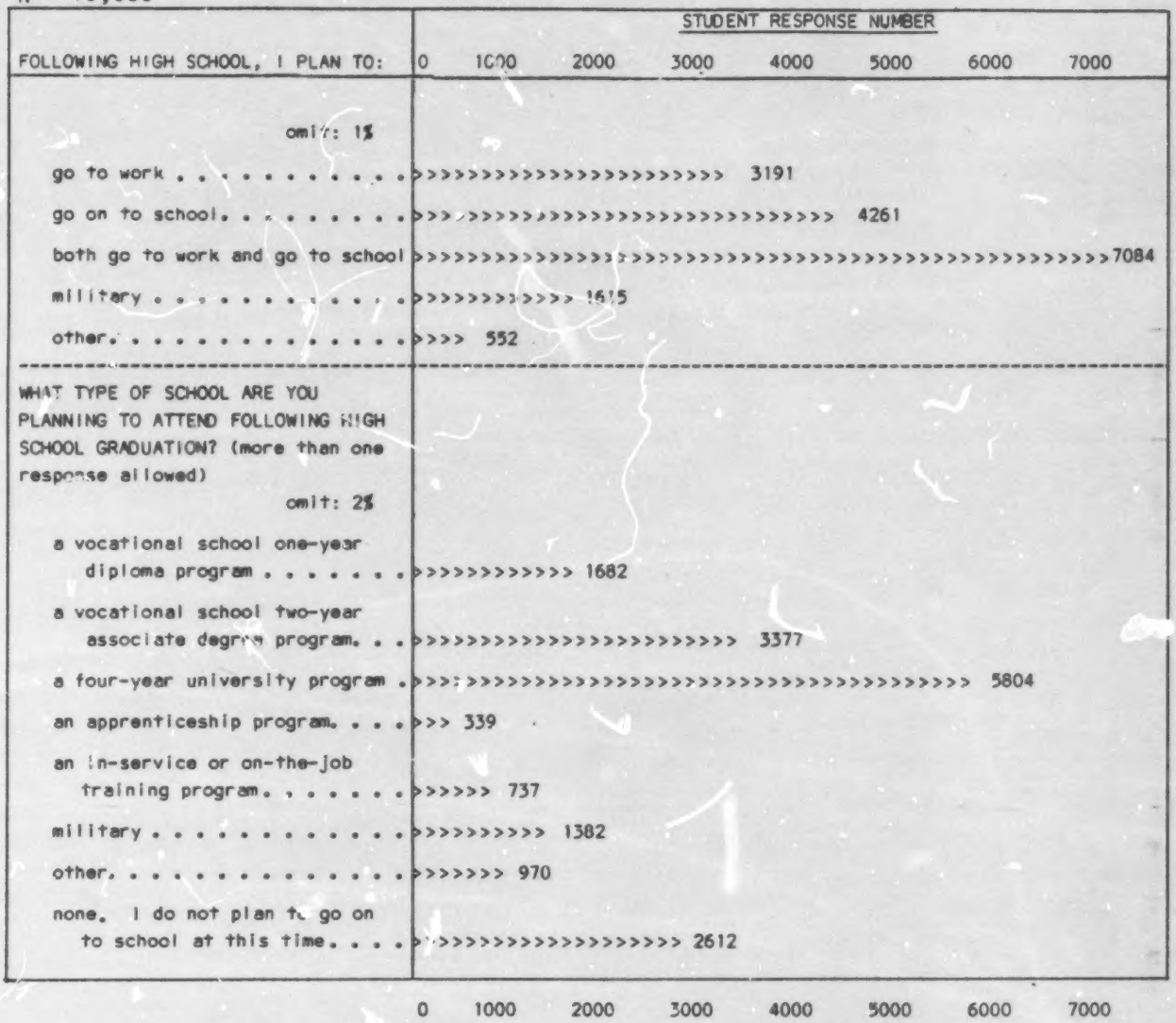

STUDENT RESPONSE NUMBER
FOLLOWING HIGH SCHOOL, I PLAN TO:
0 1000 2000 3000 4000 5000 6000 7000
omit: 1%
go to work 3191
go on to school. 4261
both go to work and go to school 7084
military 1615
other. 552
WHAT TYPE OF SCHOOL ARE YOU PLANNING TO ATTEND FOLLOWING HIGH SCHOOL GRADUATION? (more than one response allowed)
omit: 2%
a vocational school one-year diploma program 1682
a vocational school two-year associate degree program. . . 3377
a four-year university program . 5804
an apprenticeship program. . . . 339
an in-service or on-the-job training program. 737
military 1382
other. 970
none. I do not plan to go on to school at this time. . . . 2612
0 1000 2000 3000 4000 5000 6000 7000

Figure 3

1984 OVERVIEW OF STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
(POOL-ONLY)

N = 1727

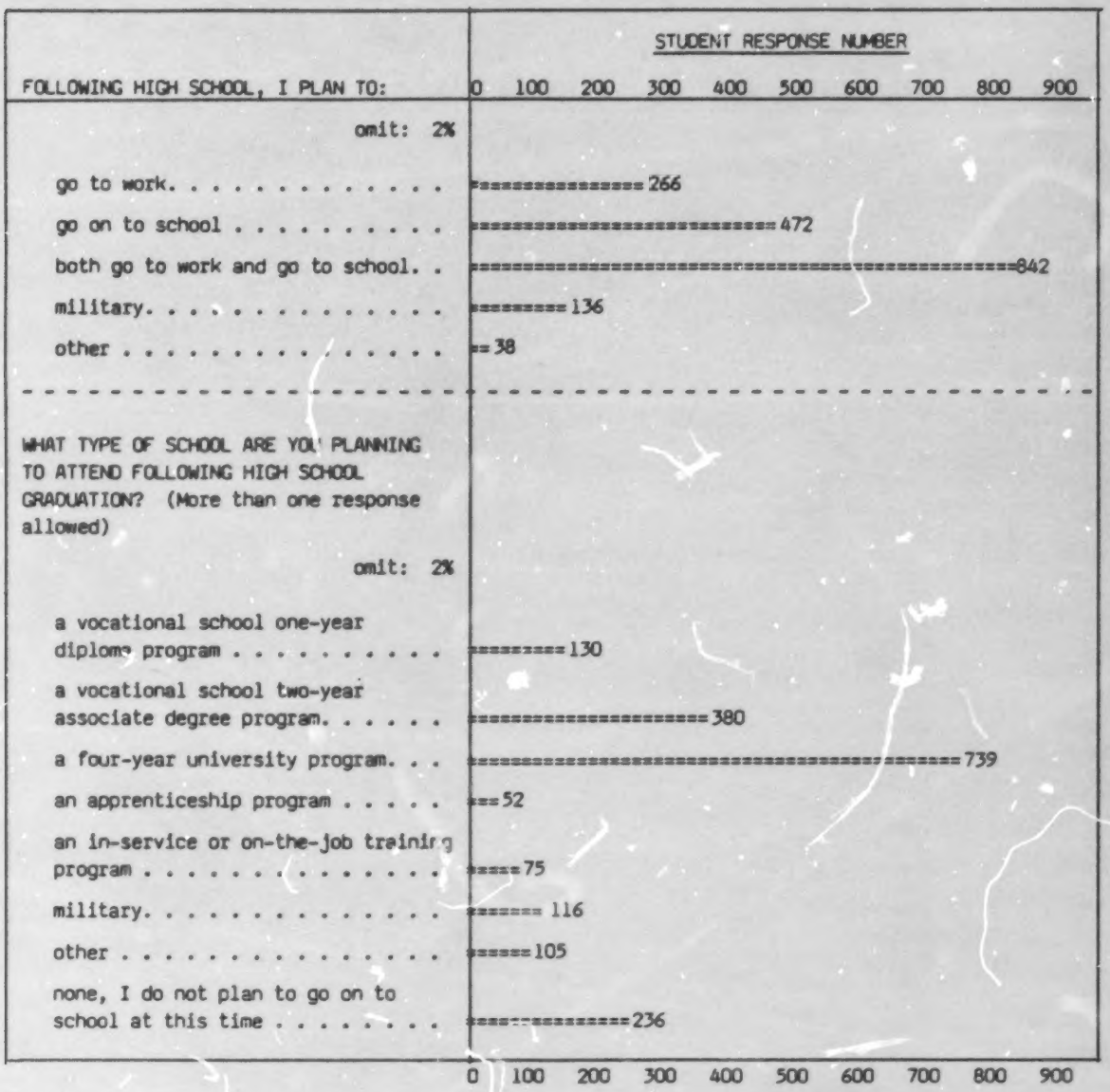
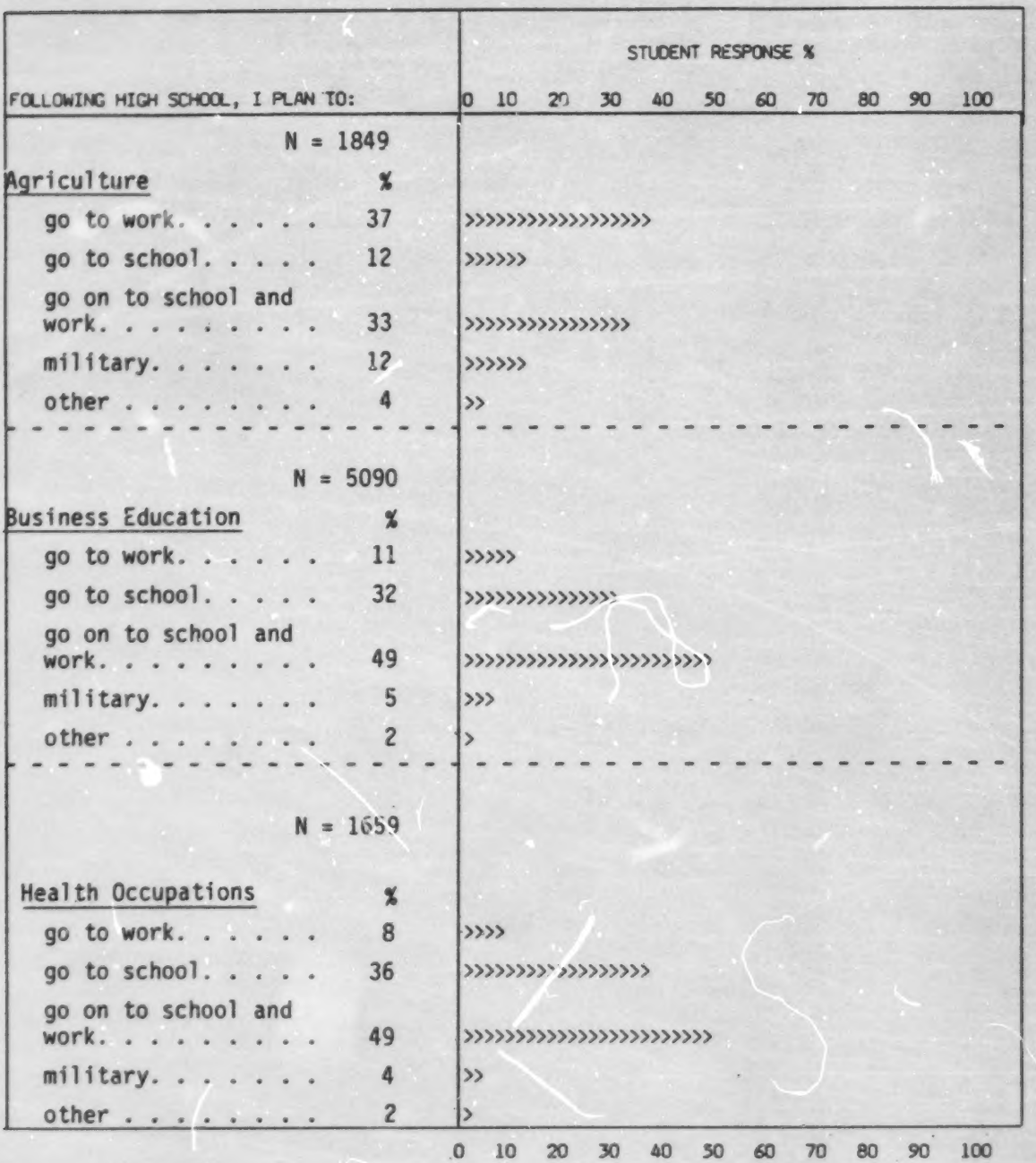

STUDENT RESPONSE NUMBER
FOLLOWING HIGH SCHOOL, I PLAN TO:
0 100 200 300 400 500 600 700 800 900
omit: 2%
go to work. 266
go on to school 472
both go to work and go to school. . 842
military. 136
other 38
WHAT TYPE OF SCHOOL ARE YOU PLANNING TO ATTEND FOLLOWING HIGH SCHOOL GRADUATION? (More than one response allowed)
omit: 2%
a vocational school one-year diploma program 130
a vocational school two-year associate degree program. 380
a four-year university program. . . 739
an apprenticeship program 52
an in-service or on-the-job training program 75
military. 116
other 105
none, I do not plan to go on to school at this time 236
0 100 200 300 400 500 600 700 800 900

Figure 4

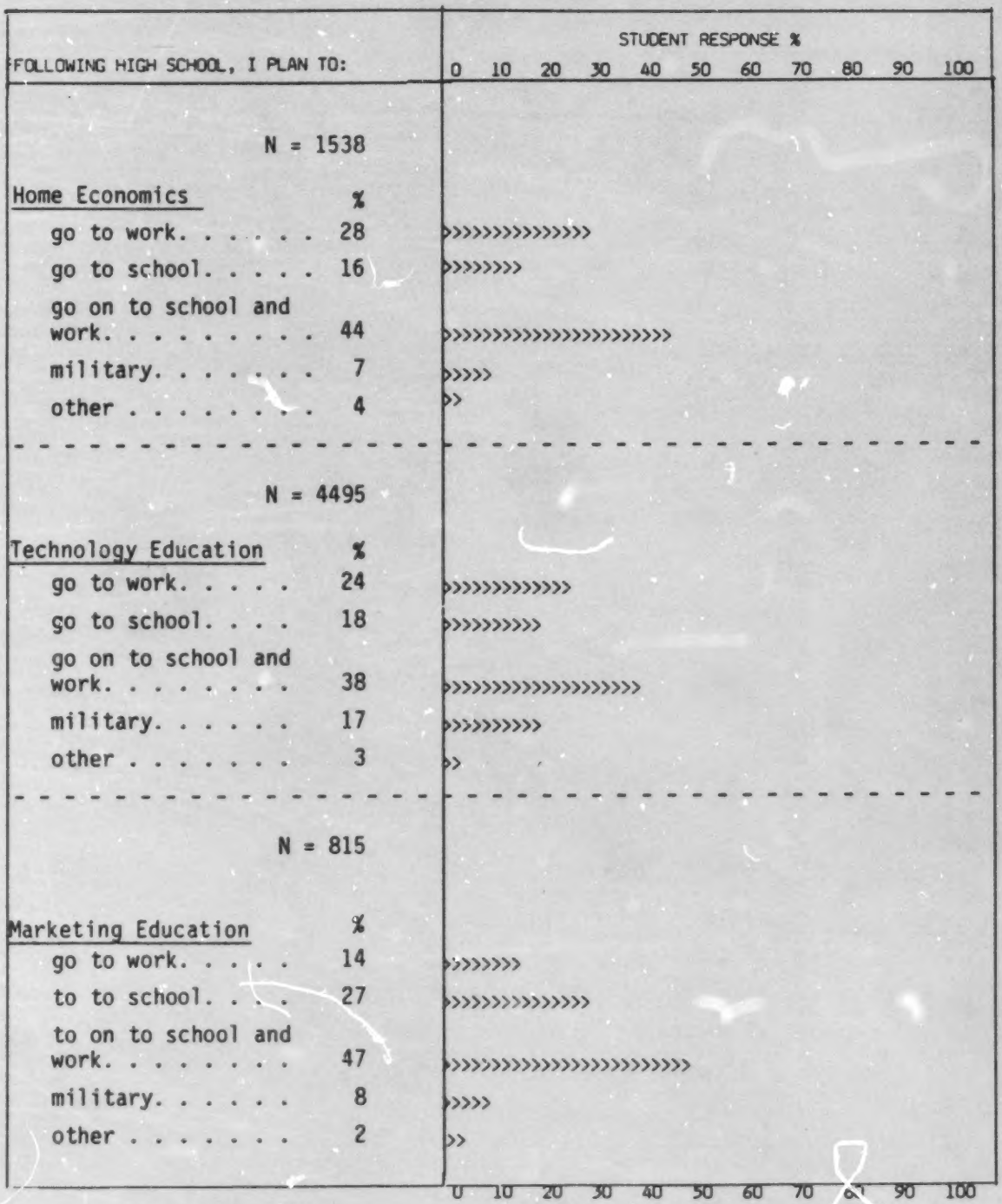
1984 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL PROGRAM AREA


STUDENT RESPONSE %
0 10 20 30 40 50 60 70 80 90 100
FOLLOWING HIGH SCHOOL, I PLAN TO:
N = 1849
Agriculture %
go to work. 37
go to school. 12
go on to school and work. 33
military. 12
other 4
N = 5090
Business Education %
go to work. 11
go to school. 32
go on to school and work. 49
military. 5
other 2
N = 1659
Health Occupations %
go to work. 8
go to school. 36
go on to school and work. 49
military. 4
other 2
0 10 20 30 40 50 60 70 80 90 100

. . . continued on next page . . .

Figure 4 (concluded)

1984 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL PROGRAM AREA


FOLLOWING HIGH SCHOOL, I PLAN TO:
STUDENT RESPONSE %
0 10 20 30 40 50 60 70 80 90 100
N = 1538
Home Economics %
go to work. 28
go to school. 16
go on to school and work. 44
military. 7
other 4
N = 4495
Technology Education %
go to work. 24
go to school. . . . 18
go on to school and work. 38
military. 17
other 3
N = 815
Marketing Education %
go to work. 14
to to school. . . . 27
to on to school and work. 47
military. 8
other 2
0 10 20 30 40 50 60 70 80 90 100

When analyzed by vocational program area, it is shown that a larger percentage (36 percent) of health occupations students plan to go on to school; likewise a smaller portion (8 percent) of health occupations students plan to work following high school.

Of the six program areas, agriculture shows the highest percentage of students planning to work (37 percent).

Figure 5

1984 STUDENT RESPONSE TO POST HIGH SCHOOL PLANS ANALYZED
BY VOCATIONAL PROGRAM AREA (POOL-ONLY)

FOLLOWING HIGH SCHOOL, I PLAN TO:		STUDENT RESPONSE % 0 10 20 30 40 50 60 70 80 90 100
	N = 110	
Agriculture	%	
go to work.	34	>>>>>>>>>>>>>>>>>>
go to school.	22	>>>>>>>>>>>
go on to school and work.	25	>>>>>>>>>>>>>
military.	9	>>>>
other	8	>>>
	N = 592	
Business Education	%	
go to work.	9	>>>>
go to school.	31	>>>>>>>>>>>>>>>>
go on to school and work.	54	>>>>>>>>>>>>>>>>>>>>>>>>>>>>>
military.	4	>>
other	1	>
	N = 202	
Health Occupations	%	
go to work.	6	>>>
go to school.	32	>>>>>>>>>>>>>>>>
go on to school and work.	55	>>>>>>>>>>>>>>>>>>>>>>>>>>>>
military.	4	>>
other	2	>
		0 10 20 30 40 50 60 70 80 90 100

. . . continued on next page . . .

Figure 5 (concluded)

1984 STUDENT RESPONSE FROM POOL-ONLY SCHOOLS TO POST HIGH SCHOOL PLANS
ANALYZED BY VOCATIONAL PROGRAM AREA

FOLLOWING HIGH SCHOOL, I PLAN TO:		STUDENT RESPONSE % 0 10 20 30 40 50 60 70 80 90 100
	N = 146	
Home Economics	%	
go to work	24	>>>>>>>>>>>>
go to school	19	>>>>>>>>>>
go on to school and work	46	>>>>>>>>>>>>>>>>>>>>>>>>
military	7	>>>
other	3	>>
	N = 479	
Technology Education	%	
go to work	20	>>>>>>>>>>
go to school	23	>>>>>>>>>>>>
go on to school and work	41	>>>>>>>>>>>>>>>>>>>>>
military	13	>>>>>>>
other	1	>
	N = 105	
Marketing Education	%	
go to work	11	>>>>>>
go to school	32	>>>>>>>>>>>>>>>>
go on to school and work	48	>>>>>>>>>>>>>>>>>>>>>>>>
military	7	>>>
other	1	>

0 10 20 30 40 50 60 70 80 90 100

When analyzed by vocational program area, it is shown that over half of business education and health occupations students plan to work and go to school; likewise a smaller portion (9 and 6 percent respectively) business education and health occupations students plan to work following high school.

Of the six program areas, agriculture and home economics show a higher percentage of students planning to work than go on to school. (Agriculture: work, 34 percent; go to school 22 percent. Home economics: work, 24 percent; go to school, 19 percent.)

ARE CURRENT STUDENTS SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 27

STUDENT SATISFACTION WITH VOCATIONAL TRAINING

1984

N = 16036

"This is how I feel about the vocational training I am receiving at present."	Student Response %
Omit 4%	
• I am very satisfied.	11
• I am satisfied	74
• I am unsatisfied	8
• I am very unsatisfied.	3

Eighty-five percent of students responding in 1984 were satisfied and very satisfied with their present vocational training. Approximately one out of every ten respondents expressed dissatisfaction with his or her current vocational training.

ARE CURRENT STUDENTS FROM POOL-ONLY SCHOOLS SATISFIED WITH THEIR VOCATIONAL TRAINING?

Table 28

STUDENT SATISFACTION WITH VOCATIONAL TRAINING

"This is how I feel about the vocational training I am receiving at present."	1984 N = 1727 Student Response %
	Omit 1%
• I am very satisfied.	6
• I am satisfied	61
• I am unsatisfied	21
• I am very unsatisfied.	11

Sixty-seven percent of students responding in 1984 were satisfied and very satisfied with their present vocational training. Approximately one-third of the respondents expressed dissatisfaction with his or her current vocational training.

Table 29

STUDENT SATISFACTION WITH VOCATIONAL TRAINING
ANALYZED BY VOCATIONAL PROGRAM AREA

1984

"This is how I feel about the vocational training I am receiving at present."	STUDENT RESPONSE PERCENT					
	AGRICULTURE %	BUSINESS EDUCATION %	HEALTH OCCUPATIONS %	HOME ECONOMICS %	TECHNOLOGY EDUCATION %	MARKETING EDUCATION %
	N = 1755	N = 4923	N = 1613	N = 1484	N = 4230	N = 773
• Very satisfied. . . .	17	10	8	8	16	12
• Satisfied	71	79	77	80	72	73
• Unsatisfied	8	7	10	8	9	10
• Very unsatisfied. . .	4	1	3	2	3	0

NOTE: Nonvocational student responses are not included in above percentages.

Students' expressed satisfaction with their program is generally high (over eight out of ten are satisfied and very satisfied). Variance within the six vocational discipline areas is low in expression of satisfaction with individual programs.

Satisfaction is highest in business education (89 percent), agriculture, home economics, technology education (88 percent); marketing education and health occupations (85 percent) follow in that order.

Table 30

STUDENT SATISFACTION WITH VOCATIONAL TRAINING ANALYZED BY VOCATIONAL PROGRAM AREA (POOL-ONLY)

1984

"This is how I feel about the vocational training I am receiving at present."	STUDENT RESPONSE PERCENT					
	AGRICULTURE %	BUSINESS EDUCATION %	HEALTH OCCUPATIONS %	HOME ECONOMICS %	TECHNOLOGY EDUCATION %	MARKETING EDUCATION %
	N = 110	N = 592	N = 202	N = 146	N = 479	N = 105
• Very satisfied. . . .	5	6	7	7	6	5
• Satisfied	65	60	62	56	65	50
• Unsatisfied	14	22	17	26	18	30
• Very unsatisfied. . .	15	70	11	10	10	13

Students' expressed satisfaction with their program is generally favorable (over eight out of ten are satisfied and very satisfied). Variance within the six vocational discipline areas ranges from 55 to 71 percent in expression of satisfaction with individual programs.

Satisfaction is highest in technology education (71 percent) and agriculture (70 percent). Health occupations (69 percent), business education (66 percent), home economics (63 percent), and marketing education (55 percent) follow in that order.

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Table 31

STUDENTS RATE EXPERIENCES IN POOL CLASSES

1984

5 = SA = Strongly Agree 2 = D = Disagree
4 = A = Agree 1 = SD = Strongly Disagree
3 = U = Undecided

	N
POOL-Only	107
Regular	292

"Answer the items below based on your experiences in this class."	SD 1	D 2	U 3	A 4	SA 5	Mean	Standard Deviation
I have learned a lot from this class. . .							
POOL-only*				########	###	(4.20)	.83
Regular				++++++++	++++++++	(4.24)	.88
I would recommend this class to other high school students.							
POOL-only				########	###	(4.15)	.86
Regular				++++++++	++++++++	(4.22)	.94
I have developed as much skill as other students in the class							
POOL-only				########	###	(4.05)	.85
Regular				++++++++	++++++++	(4.15)	.87
I enjoy this class.							
POOL-only				########	###	(4.04)	.91
Regular				++++++++	++++++++	(4.25)	.86
The skills I have learned in this class will be useful to me after I leave high school							
POOL-only				########	###	(4.03)	.93
Regular				++++++++	++++++++	(4.29)	.83
I had adequate math skills for this class							
POOL-only				########		(4.00)	.86
Regular				++++++++	++++++++	(4.01)	.92
I can understand the instructional materials used in class							
POOL-only				########		(3.99)	.77
Regular				++++++++	++++++++	(4.11)	.82
Other students in the class are willing to help me when I have a problem							
POOL-only				########	###	(3.96)	.82
Regular				++++++++	++++++++	(3.98)	.89
The teacher is easy to understand							
POOL-only				########		(3.89)	1.08
Regular				++++++++	++++++++	(3.84)	1.11
The instructor understands my questions .							
POOL-only				########		(3.86)	.82
Regular				++++++++	++++++++	(3.95)	.85
If I had it to do over, I would enroll in this class again.							
POOL-only				########	###	(3.69)	1.16
Regular				++++++++	++++++++	(4.05)	1.11

*POOL-only = POOL students in schools receiving only POOL funds.
Regular = POOL students in schools receiving regular vocational funds.

. . . continued . . .

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Table 31 (Continued)

STUDENTS RATE EXPERIENCES IN POOL CLASSES

1984

5 = SA = Strongly Agree
4 = A = Agree
3 = U = Undecided
2 = D = Disagree
1 = SD = Strongly Disagree

	N
POOL-Only	107
Regular	292

"Answer the items below based on your experiences in this class."	SD 1 / D 2 / U 3 / A 4 / SA 5	Mean	Standard Deviation
I feel at home in this class.			
POOL-only*	######################(	(3.61)	1.03
Regular	+++++++++++++++++++++++++++	(3.88)	.96
This course is related to the job I want to obtain after I leave high school.			
POOL-only	####################(	(3.29)	1.12
Regular	+++++++++++++++++++++++++++	(3.93)	1.02
This course fits my career (future) plans			
POOL-only	####################(	(3.25)	1.02
Regular	+++++++++++++++++++++++++++	(3.87)	1.01
This course has encouraged me to take more vocational courses after I complete high school.			
POOL-only	####################)	(3.21)	1.09
Regular	++++++++++++++++++++++++^	(3.57)	1.11
The vocational courses I took in high school provided valuable background for this course			
POOL-only	######################	(3.20)	1.02
Regular	++++++++++++++++++++++++	(3.52)	1.13
The level of work required is quite high.			
POOL-only	##################(	(2.70)	1.09
Regular	++++++++++++++++++++^	(2.87)	1.09
My high school teachers encouraged me to enroll in this class.			
POOL-only	################)	(2.35)	1.16
Regular	++++++++++++++++++++++	(3.25)	1.35
I need more time to complete my assignments			
POOL-only	################	(2.33)	1.05
Regular	++++++++++++++++	(2.32)	.99
I should have had a better knowledge of science before I enrolled in this class .			
POOL-only	##############(	(2.21)	.91
Regular	++++++++++++++	(1.99)	.89
My high school counselors assisted me in enrolling in this class			
POOL-only	################	(2.26)	1.30
Regular	++++++++++++++++++++	(2.91)	1.37

*POOL-only = Pool students in schools receiving only POOL funds
Regular = POOL students in schools receiving regular vocational funds

. . . continued . . .

Table 31 (Concluded)

STUDENTS RATE EXPERIENCES IN POOL CLASSES

1984

5 = SA = Strongly Agree 2 = D = Disagree
4 = A = Agree 1 = SD = Strongly Disagree
3 = U = Undecided

	N
Pool-only	107
Regular	292

"Answer the items below based on your experience in this class."	SD 1	D 2	U 3	A 4	SA 5	Mean	Standard Deviation
It was hard to work this class in with the rest of my high school schedule**. .							
POOL-only*	###############					(2.13)	1.21
Regular	++++++++++++++++					(2.36)	1.19
I have a hard time to keep up with what is taught in class**							
POOL-only	##############					(2.07)	1.06
Regular	++++++++++++++					(2.10)	1.10

*POOL-only = POOL students in schools receiving only POOL funds.
Regular = POOL students in schools receiving regular vocational funds.
**A low average rating on these items is more favorable

Items are ranked according to POOL-only ratings. Most items show similar means between POOL-only and regular students. Four items show a larger difference between types of students. For example:

	POOL-only	Regular
My high school teachers encouraged me to enroll in this class	2.35	3.25
My high school counselors encouraged me to enroll in this class.	2.26	2.91
This course is related to the job I want to obtain after I leave high school.	3.29	3.93
This course fits my career (future) plans.	3.25	3.87

Table 32

STAFF ASSESSMENT

Current school staff (N = 641) were surveyed concerning aspects of their vocational program involvement. The population surveyed included vocational teachers and counselors who work with vocational students, LVECs, high school principals and special needs instructors. Respondents' current primary position is shown below:

Primary Staff Position	N	%
Omit	5	1
Vocational Instruction	401	63
Counseling/Student Services.	68	11
Administration/Coordination.	81	13
Special Needs/Vocational Instructor.	27	4
Other.	59	9

Table 33

POOL-ONLY STAFF ASSESSMENT

1984

Staff members working with POOL projects in schools receiving only POOL funding (N = 40) and staff members working with POOL projects in schools receiving regular funding (N = 121) were surveyed concerning aspects of their vocation program involvement. Respondents' current primary position is shown below:

Primary Staff Position	POOL-only		Regular	
	N	%	N	%
Instruction: math/science	0	0	0	0
Instruction: communication/English	0	0	0	0
Instruction: vocational	17	43	74	61
Counseling/Student Services	5	13	10	8
Administration/Coordination	15	38	28	23
Other	3	8	9	7
"I am employed by:"	**POOL-only**		**Regular**	
	N	%	N	%
Secondary Schools	25	63	62	53
VTAE District	15	38	54	46

DOES A PHILOSOPHY OF VOCATIONAL EDUCATION EXIST? ARE VOCATIONAL GOALS AND OBJECTIVES ACHIEVABLE?

Table 34 displays staff's knowledge of the district's philosophy of vocational education.

Table 35 displays staff's knowledge of vocational goals and objectives.

Table 34

EXISTENCE OF DISTRICT PHILOSOPHY OF VOCATIONAL EDUCATION

N = 641 1984

"Are you aware of a written philosophy of vocational education for your district?"	Staff Response %
• Yes	80
• No	19

Table 35

VOCATIONAL GOALS AND OBJECTIVES

N = 641 1984

"Do you feel that vocational goals and objectives are achievable in light of available philosophy?"	Staff Response %
omit	12
• Yes	79
• No	9

Eight out of ten staff report awareness of a written district philsophy of vocational education. Approximately the same percentage say that vocational goals and objectives are achievable in light of the district philosophy.

Table 36

IMPLEMENTATION OF RECOMMENDATIONS FROM PREVIOUS EVALUATION
N = 641

"I feel progress has been made on implementing recommendations from the previous evaluation."	1984 Staff Response %
omit 23%	
• Yes	38
• Some	27
• No	13

Table 37

USE OF FOLLOWUP STUDIES FOR PROGRAM IMPROVEMENT
N = 641

"Are followup studies used to provide feedback for program improvement?"	1984 Staff Response %
omit 4%	
• Yes	50
• Not sure	35
• No	10

Table 38

RESOURCES AVAILABLE TO IMPLEMENT THE EVALUATION PLAN
N = 641

"Are there adequate resources available to implement the evaluation plan?"	1984 Staff Response %
omit 6%	
• Yes	39
• Not sure	47
• No	8

Over six out of ten vocational staff indicated progress had been made in implementing recommendations from the previous evaluation (38 percent, yes; 27 percent, some). Thirty-six percent said no or omitted the item. This figure can be be related to the 16 new schools (out of 45) which conducted a vocational evaluation for the first time in 1984.

Followup studies are used to provide feedback for program improvement according to 50 percent of staff. Thirty-five percent were not sure.

Thirty-nine percent of staff said there were adequate resources available to implement the evaluation plan; 47 percent were not sure.

Table 39

STAFF MEMBERS RATE POOL PROJECTS

1984

	N
POOL-only	40
Regular	121

"Rate the strengths and weaknesses of certain aspects of the POOL project you worked with"	Very Weak 1	Weak 2	Acceptable 3	Strong 4	Very Strong 5	Mean	Standard Deviation
Providing students access to vocational education. .							
POOL-only*						4.16	.75
Regular						4.37	.81
Up-to-date and adequate facilities							
POOL-only						3.92	.89
Regular						4.07	.86
Appropriate and adequate facilities							
POOL-only						3.85	1.01
Regular						3.76	.94
Putting goals and objectives to use in the classroom							
POOL-only						3.77	.86
Regular						4.07	.79
Utilizing a variety of effective teaching techniques							
POOL-only						3.69	.68
Regular						4.18	.81
Adequate and available resource centers							
POOL-only						3.58	.95
Regular						3.76	.94
Identifying job alternatives for students							
POOL-only						3.42	.97
Regular						3.76	1.04
Utilizing cooperative education programs							
POOL-only						3.15	1.18
Regular						3.06	1.29
Sharing information with other school districts through an effective communication system . . .							
POOL-only						2.43	1.20
Regular						3.20	1.23

*POOL-only = POOL staff in schools receiving only POOL funds.
Regular = POOL staff in schools receiving regular vocational funds.

Items are ranked according to POOL-only ratings. Most items show similar means between POOL-only and regular staff. "Sharing information with other school districts through an effective communication system," is rated weak by POOL-only staff. This item also shows the largest disparity between types of schools.

Table 40

STAFF MEMBERS RATE CHARACTERISTICS OF POOL PROJECTS

1984

	N
POOL-only	40
Regular	121

"Rate the characteristics of the POOL project with which you worked"	*1 2 3 4 5	Mean	Standard Deviation
Local high school administrators were supportive of the POOL project			
POOL-only**	**********	4.15	.95
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.92	1.02
Local VTAE administrators were supportive of the POOL project.			
POOL-only	**********	4.04	.60
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	4.09	.95
Students had a positive attitude toward program			
POOL-only	**********	4.00	.61
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.98	.82
Students developed positive relationships and identity with POOL project staff.			
POOL-only	**********	3.96	.87
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.91	1.02
Sufficient funds were available to adequately cover course expenses			
POOL-only	**********	3.85	.97
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	4.07	1.04
The local high school guidance department and counselors were supportive of the POOL project.			
POOL-only	**********	3.83	1.01
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.53	1.06
Appropriate referral of students to the course was stressed.			
POOL-only	**********	3.50	.78
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.65	1.08
Communication channels were developed/ enhanced as a result of POOL project involvement.			
POOL-only	**********	3.38	.94
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.55	1.09
Strong LVEC leadership was given			
POOL-only	**********	3.00	1.20
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.99	1.19
Feedback was provided to our school staff following course completion. . . .			
POOL-only	**********	3.00	1.26
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.20	1.34
The local high school classroom teachers had a close working relationship with POOL staff			
POOL-only	**********	2.77	.91
Regular	▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲▲	3.00	1.48

*See next page for rating key.

**POOL-only = POOL students in schools receiving only POOL funds.
Regular = POOL students in schools receiving regular vocational funds.

. . . continued on next page . . .

Table 40 (concluded)

STAFF MEMBERS RATE CHARACTERISTICS
OF POOL PROJECTS

1984

Items are ranked according to POOL-only ratings. Most items show similar ratings between POOL-only and regular staff. "Strong LVEC leadership was given," showed a wide difference between average ratings, with the regular staff showing the higher rating. The disparity might be explained by the fact that most POOL-only schools do not have a designated vocational coordinator; the coordinating functions are carried out by a principal, district administrator, or assigned staff person.

Rating Key:

5 = This factor was a major concern.
4 = This factor received considerable emphasis.
3 = This factor received some emphasis.
2 = This factor received very little emphasis.
1 = There was no support/involvement for this factor
NA = Not applicable.

Standard Deviation Key:

0 to .60 = Very High Level of Agreement
.61 to 1.20 = High Level of Agreement
1.21 to 1.80 = Moderate Level of Agreement
1.81 & above = Low Level of Agreement

HOW DO ADVISORY COMMITTEE MEMBERS FEEL ABOUT VARIOUS ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENT?

Schools were asked to survey all advisory committee members serving within the various vocational programs. In most cases, surveying was done at a regularly scheduled advisory meeting. Table 41 displays advisory committee reaction to 19 statements concerning advisory input.

Table 41

ADVISORY COMMITTEE MEMBERS RATE SELECTED ASPECTS OF THEIR VOCATIONAL PROGRAM INVOLVEMENTS
1984

N = 636

Statement	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Standard Deviation
I feel the members of my advisory committee represent employers and employees, male, female, minorities, and special needs persons.						(4.08)	.80
I feel the advice given by my advisory committee has been solicited and utilized by the people in the vocational program .						(4.04)	.71
I believe that the philosophy and objectives of the program for which I advise are carried through in the program.						(4.02)	.71
As far as I know appropriate evaluation techniques are used in the program area which I advise. .						(4.00)	.59
As far as I know evaluation techniques are used in the overall program.						(3.98)	.61
Teaching methods include cooperative, project, and/or simulation method.						(3.95)	.72
Our advisory committee has goals for its work						(3.90)	.78
We help identify new skills and technologies						(3.88)	.81
I feel community resources are effectively identified and used. .						(3.86)	.80

Table 41 (concluded)

Statement	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Standard Deviation
The evaluation plan is functional. .						(3.83)	.67
My advisory committee has been involved in evaluating the adequacy of in-school facilities and equipment.						(3.79)	.90
My advisory committee meetings were scheduled for an adequate number of times to accomplish our purpose. . .						(3.77)	.83
I feel the vocational program is preparing students for entry into nontraditional occupations						(3.73)	.88
Community needs are solicited and our committee was involved						(3.72)	.87
Utilization of prior evaluation findings has occurred.						(3.69)	.73
I feel my advisory committee is or has been involved in identifying specific occupational skills through task analysis or competency assessment						(3.65)	.87
In-school facilities are appropriate and adequate						(3.61)	.97
I feel advisory committee members provided input in the development of secondary school/VTAE POOL projects in the district.						(3.33)	.91
I feel the district has adequately utilized the POOL funding for joint secondary school/VTAE POOL projects.						(3.28)	.82

Advisory respondents were consistently in a high level of agreement in rating these statements. Top ratings were given to the representation on the advisory committee and the use made of advice given by the committee. Items concerning POOL projects received the lowest ratings.

Rating Key	Standard Deviation
1 = Strongly Disagree	0 to .60 = Very High Level of Agreement
2 = Disagree	.61 to 1.20 = High Level of Agreement
3 = Undecided	1.21 to 1.80 = Moderate Level of Agreement
4 = Agree	1.81 & above = Low Level of Agreement
5 = Strongly Agree	

Table 42

PARENTS' EXPRESSION OF SATISFACTION
WITH HELP GIVEN IN CAREER CHOICE

N = 1240
1984

"I feel that help given my child in making a career choice was:"	N = 606 SEQUENCE %	N = 488 IPC %	N = 150 SPECIAL NEEDS %	N = 38 POOL %	N = 553 MALE %	N = 687 FEMALE %
Omit. . . .	4	1	2	3	3	3
• Not at all satisfactory. .	7	6	15	0	7	8
• In need of some improvement	28	22	27	16	23	27
• Satisfactory	55	58	53	68	59	53
• Very satisfactory.	5	13	4	13	8	8

Table 43

PARENTS' EXPRESSION OF SATISFACTION
WITH PREPARATION GIVEN FOR CAREER CHOICE

"I feel the education and preparation my child received for this career choice was:"	N = 606 SEQUENCE %	N = 488 IPC %	N = 150 SPECIAL NEEDS %	N = 38 POOL %	N = 553 MALE %	N = 687 FEMALE %
Omit. . . .	5	2	5	0	3	3
• Not at all satisfactory. .	6	4	10	0	5	6
• In need of some improvement	23	19	33	11	21	25
• Satisfactory	57	58	44	74	61	51
• Very satisfactory.	8	17	7	16	10	14

Parents show a high level of satisfaction with help given their child in making a career choice. Parents of POOL graduates indicate the most satisfaction (81 percent); parents of IPC graduates show a higher level of satisfaction (71 percent) than parents of sequence graduates (60 percent). Parents of special needs graduates are the least satisfied (57 percent).

The education and preparation that the child received for his/her career choice received high marks from parents. Again, parents of POOL graduates show the highest satisfaction (90 percent). Parents of IPC graduates show 75 percent satisfaction compared to 65 percent for sequence graduates. Parents of special needs graduates are the least satisfied (51 percent).

IS THERE A SYSTEMATIC ARTICULATION PLAN IN YOUR SCHOOL?

Table 44

ARTICULATION BETWEEN SECONDARY AND POST-SECONDARY INSTITUTIONS

N = 424

1984

"Is there a systematic articulation plan in your school which identifies methods of coordination between secondary and post-secondary institutions?"	VOCATIONAL STAFF RESPONSE N = 271 Secondary %	N = 118 VTAE %	N = 4* 2-Year UW Campus %	N = 22 4-Year University %
omit	0	1	0	9
• Yes	42	72	50	32
• Not sure	30	19	0	36
• No	28	8	50	23

Table 45

ARTICULATION BETWEEN IN-SCHOOL VOCATIONAL PROGRAMS

N = 424

1984

"Is there a systematic articulation plan in your school which identifies methods of coordination between vocational programs in your school?"	VOCATIONAL STAFF RESPONSE N = 271 Secondary %	N = 118 VTAE %	N = 4* 2-Year UW Campus %	N = 22 4-Year University %
omit	0	1	25	9
• Yes	53	78	50	18
• Not sure	27	14	0	27
• No	20	7	25	45

Table 46

ARTICULATION BETWEEN NEIGHBORING SECONDARY SCHOOLS

N = 424

1984

"Is there a systematic articulation plan in your school which identifies methods of coordination between neighboring secondary schools?"	VOCATIONAL STAFF RESPONSE N = 271 Secondary %	N = 118 VTAE %	N = 4* 2-Year UW Campus %	N = 22 4-Year University %
omit	0	9	25	9
• Yes	33	38	50	23
• Not sure	28	36	0	36
• No	39	17	25	32

*Sample is too small to draw conclusions

VTAE respondents show a higher level of articulation between secondary and post-secondary institutions (VTAE, 72 percent; secondary, 42 percent) between in-school vocational programs (VTAE, 78 percent; secondary, 53 percent) and between neighboring secondary schools (VTAE, 38 percent; secondary, 33 percent)

Table 47

VOCATIONAL STAFF RATE ARTICULATION IN PROGRAM COMPONENTS

1984

	N
Secondary	271
VTAE	118
2-Year UW-Campus	4
4-Year University	22

"As a vocational staff member, do you feel you articulate with vocational instructors and/or 4-year universities in the following areas:"	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean	Standard Deviation
Curriculum development							
Secondary	==========					(3.19)	1.21
VTAE	++++++++++					(3.54)	1.08
4-Year University*	>>>>>>>>>>					(3.59)	1.00
Identification of community resources							
Secondary	==========					(3.05)	1.13
VTAE	++++++++++					(3.66)	.98
4-Year University	>>>>>>>>>>					(3.35)	1.06
Advanced placement							
Secondary	==========					(3.06)	1.18
VTAE	++++++++++					(3.60)	.87
4-Year University	>>>>>>>>>>					(3.29)	1.10
Co-op programs							
Secondary	==========					(2.82)	1.21
VTAE	++++++++++					(3.13)	.99
4-Year University	>>>>>>>>>>					(2.94)	1.14
Shared facilities							
Secondary	==========					(2.87)	1.24
VTAE	++++++++++					(3.60)	.92
4-Year University	>>>>>>>>>>					(2.88)	1.05
Shared staff							
Secondary	==========					(2.68)	1.16
VTAE	++++++++++					(3.32)	1.05
4-Year University	>>>>>>>>>>					(2.88)	1.11

*2-Year UW-Campus samples too small to report.

. . . Continued on next page . . .

Table 47 (concluded)

VOCATIONAL STAFF RATE ARTICULATION IN PROGRAM COMPONENTS

1984

"As a vocational staff member, do you feel you articulate with vocational instructors and/or 4-year universities in the following areas:"	Strongly Disagree 1 / Disagree 2 / Undecided 3 / Agree 4 / Strongly Agree 5	Mean	Standard Deviation
Placement services			
Secondary.	==========	(2.82)	1.14
VTAE	++++++++++	(3.07)	1.09
4-Year University.	>>>>>>>>>>	(2.88)	1.17
Employer followup			
Secondary.	==========	(2.82)	1.14
VTAE	++++++++++	(3.23)	1.05
4-Year University.	>>>>>>>>>>	(3.06)	1.03
Graduate followup			
Secondary.	==========	(3.04)	1.17
VTAE	++++++++++	(3.35)	1.08
4-Year University.	>>>>>>>>>>	(3.65)	1.00
Use of business/industry resources			
Secondary.	==========	(3.17)	1.10
VTAE	++++++++++	(3.59)	.93
4-Year University.	>>>>>>>>>>	(3.53)	.94

Vocational staff response about articulation in program areas with vocational institutions and/or 4-year universities shows moderate levels of articulation in all response groups. Means range from 3.66 to 2.82. Standard deviations indicate a high level of agreement among respondents.

Rating Key	Standard Deviation
1 = Strongly Disagree	0 to .60 = Very High Level of Agreement
2 = Disagree	.61 to 1.20 = High Level of Agreement
3 = Undecided	1.21 to 1.80 = Moderate Level of Agreement
4 = Agree	1.81 & above = Low Level of Agreement
5 = Strongly Agree	

Summary of Selected Evaluation Findings

Introduction

Data collected in the forty-five schools participating in the first year of Wisconsin's FY83-FY87 vocational program evaluation cycle, give a positive picture of the value and effectiveness of secondary vocational education in Wisconsin. Data gathered from graduates, employers of graduates, students, staff, parents, and advisory committee members in the forty-five schools include the following evaluation results which can (with the exception of low membership in some student organizations) be considered strengths of the vocational program.

Employment

One year after graduation

IPC graduates responded to report that 66 percent are employed *full and part time* one year after graduation. Eight percent of one-year IPC graduates report being *unemployed* looking for employment.

In comparison to IPC graduates, fewer sequence one-year graduates [58%] are *employed full and part time*; eight percent are *unemployed*, looking for employment.

Five years after graduation

Eighty-six percent of IPC graduates five years after graduation report being *employed full and part time.* Five percent of five-year IPC graduates report being *unemployed* looking for employment.

In comparison, fewer sequence five-year graduates [82%] are *employed full and part time* nine percent are *unemployed* looking for paid employment.

Employment figures in FY82 (the last year of the FY78-FY82 cycle) show full and part-time employment for one-year capstone graduates of 68 percent and 75 percent for three-year capstone graduates. Unemployment shows a rate of six percent for both one and three-year capstone graduates.

Educational Status

Forty-nine percent of IPC one-year graduates and five percent of IPC five-year graduates are students. Comparison with FY82 results show that 43 percent (one-year) and 25 percent (three-year) capstone graduates were students.

A higher proportion of sequence one-year graduates [56%] are in school while a lesser percentage of sequence five-year grads [8%] are students. FY82 figures show 52 percent one-year sequence graduates and 32 percent five-year sequence graduates in school.

Relatedness of Training

Data collected in 1984 show that 66 percent of *employed* one-year IPC graduates and 69 percent of *employed* five-year IPC graduates were judged to be working in a field related to their high school vocational program; 34 percent and 31 percent respectively were judged to be employed in jobs not related to their high school vocational program.

Sixty-nine percent of three-year capstone graduates surveyed in 1982 are employed in jobs related to their high school vocational training.

Training Satisfaction

Another strength of secondary vocational education in Wisconsin can be found in both graduate and student expression of satisfaction with their vocational education. Eighty-five percent of IPC graduates and 84 percent of currently enrolled students responding stated they were either *satisfied* or *very satisfied* with their vocational education. These percentages are slightly higher than data gathered in 1982 (81 percent, one-year capstone graduates; 80 percent, three-year capstone graduates and 79 percent, in-school students).

Employer Preference

Employers of graduates tended to echo graduate and student expressions of satisfaction with the vocational education received.

Eighty-nine percent of employers of one-year graduates and 80 percent of employers of five-year graduates expressed either some or a good deal of preference for hiring them. Eighty-six percent of employers surveyed in 1982 showed some or a good deal of preference.

One reason for this preference might be found in employers' high ratings of high school vocational preparation. Fifty-five percent of employers of IPC graduates rated the individual as better prepared than other employers in his/her wage group who did not receive such training. Another reason for employer preference in hiring high school graduates with vocational preparation can be found in employers' ratings of graduates' *technical knowledge*, *work attitude*, *work quality*, and *work quantity* (output). Means ranged from a high of 4.19 to 3.79 (on a five-point scale) for IPC graduates and 4.04 to 3.55 for sequence graduates. Work attitude was highest for both groups and technical knowledge was lowest for both groups.

Employers also gave graduates positive ratings in both job-related skills and job-related personal qualities. *Appearance, attendance, and willingness to perform tasks* received mean ratings of 4.25 to 4.37 (out of a possible 5) for IPC graduates. *Ability to work with co-workers, consideration for others, accepting advice and supervision* ranged from 4.22 to 3.99. Employers gave the lowest rating to *working*

Employer Preference (continued)

in a leadership role if applicable; 3.48, IPC and 3.39, sequence. Sequence graduates received lower ratings than IPC graduates. However the difference was generally low; (4.18, IPC; 4.16, sequence) *consideration for others* to (3.96, IPC; 3.66 sequence) *use of tools and equipment.*

Employers rated vocational graduates on their preparation in basic skills. Ratings ranged from 3.7 to 3.9 (on a five-point scale) indicating employers judged vocational graduates *prepared* to *well-prepared* in the following basic skill areas: reading, spelling, arithmetic, writing, speaking, listening. While IPC graduates and sequence graduates fared equally well in employers ratings, males and females were rated somewhat differently. Females were rated higher than males in all basic skill areas (females ratings ranged from 4.09 to 4.26; male ratings ranged from 3.42 to 3.79).

Student Organizations

Current students, grades 9-12, indicated that, overall, they were not taking advantage of membership in local vocational student organizations. Over six out of every ten student respondents indicated they do not presently belong to a vocational student organization. However, when analyzed by vocational discipline, it was found that the marketing education discipline reports 40 percent membership in DECA: the agriculture discipline reports 68 percent membership in FFA. Remaining vocational disciplines report membership as low as eight percent. The possibility exists of a relationship between low vocational student organization membership and the *average* rating given by employers to graduates on possessing and using *leadership* skills.

Post-High School Plans

Four out of ten of the in-school students surveyed indicated they planned to *combine* school and work after high school graduation. Nineteen percent planned to work and 25 percent planned to go on to school. Of those school-bound respondents, 30 percent plan to go to a VTAE one or two-year program and 34 percent plan to attend a four-year university program.

When student response is analyzed by discipline area, only in the agriculture program did more students indicate their post-high school plans are for work rather than school. A larger proportion of students in business education, health occupations, home economics, technology education, and marketing education programs plan to combine school and work rather than work only or school only.

Special Needs

Data from special needs graduates and in-school students are available in the FY83-FY87 evaluation cycle. *Employment* data show that 50 percent of one-year graduates are working and 23 percent are unemployed. Thirty-five percent are full and part-time *students*. Forty-six percent of one-year graduates are working in jobs *related* to their high school training. Sixty-nine percent of one-year graduates are *satisfied* and very satisfied with their high school vocational training. *Employer* preference to hire shows 78 percent for special needs graduates. Eighty-three percent of in-school students are satisfied and very satisfied with the vocational training they are receiving.

School Staff

School staff, 63 percent of which were vocational instructors, were asked about program evaluation aspects of their vocational program.

Over six out of ten vocational staff indicated progress had been made in implementing recommendations from the previous evaluation (38 percent, yes; 27 percent, some). Followup studies are used to provide feedback for program improvement according to 50 percent of staff. Thirty-nine percent of staff said adequate resources were available to implement the evaluation plan.

Advisory Committee

The 636 advisory committee members who responded to the evaluation survey reacted positively to selected statements relating to their vocational involvement in their respective vocational areas. Advisory committee members agreed that *the committee's representation was appropriate*, that *committee advice had been utilized*, that *program philosophy and objectives were carried out*, that *evaluation techniques were used in specific program areas and the overall vocational education programs*. Advisory committee members also agreed that *teaching methods included cooperative, project and/or simulation*, that it had *goals for its work*, that it helped *identify new skills and technologies*, and that *community resources were effectively used*.

Parents

Parents indicated considerable satisfaction with the help given their children in making a career choice. Seventy-one percent of parents whose children had been or were presently in an IPC program were satisfied and very satisfied. Parents whose children were in POOL programs were even more satisfied (81 percent).

The education and preparation that children received for their career choice also received high marks from parents. Seventy-five percent of parents of IPC graduates/students were satisfied and very satisfied; parents of POOL graduates/students showed the highest satisfaction (90 percent).

Articulation

VTAE respondents show a higher level of articulation in three areas: *between secondary and post-secondary institutions* (VTAE, 72 percent; secondary, 42 percent), *between in-school vocational programs* (VTAE 78 percent; secondary, 53 percent) and *between neighboring secondary schools* (VTAE, 38 percent; secondary, 33 percent).

Perspective

To keep this summary of selected evaluation findings in perspective, the reader is again referred to the last paragraph of Chapter 1 which defines the representativeness of the data. The introduction to this chapter discusses the reporting procedure used to compile this composite evaluation report.

Chapter 3

PROGRAM AREA PROFILES

Frequently, vocational educators are interested in a more focused view of the composite data than as it was presented in Chapter 1. The material in this chapter was gathered from the one and five-year followup data. It highlights employment and post-seoncdary findings for various sub-groups. Tables are presented for each of the six program areas (agriculture, business education, health occupations, home economics, technology education and marketing education.) Other sub-groups presented are special needs, POOL, male/female and sequence/IPC.

Each sub-group presents overall data for that population. For example: all program area, special needs and male/female figures include both IPC and sequence graduates. POOL figures include only POOL graduates, either in school with regular funding or schools with POOL-only funding. Sequence/IPC figures do not include data from general education graduates.

Agriculture

Most graduates are male, three out of 20 are female. A high percentage are working full and part time. Likewise a high percentage of those working are in jobs related to their high school training. Unemployment is low. Post-secondary training is less frequent, with VTAE attendance more likely than university or other forms of training. When the graduates attend VTAE programs they are more likely to study an area related to their high school training than when they choose other forms of post-secondary training.

Business Education

Most graduates are female, three out of 20 of the one-year graduates are male. Less than one in 10 of the five-year graduates are male. One year graduates are more likely to be students than to work. Those who work are moderately likely to be employed in jobs related to their high school training. Five-year graduates show a higher percentage of relatedness. Unemployment is low. Total post-secondary training is high with university attendance more likely.

Health Occupations

Most graduates are female; two out of 30 one-year graduates are male. One-year graduates are more likely to be students than to work. Two-thirds of those who work do so in jobs related to their high school training. Unemployment is low for one-year graduates. Total post-secondary training is high with university attendance more likely. (Note: the sample of five-year data is too small to draw conclusions.)

Home Economics

Most graduates are female; five out of 40 graduates are male. One in 10 of the five-year graduates are male. One-year graduates are slightly more likely to work full and part-time than to be students full and part-time. Unemployment is higher than any other vocational program area. Slightly over one-half of the graduates are working in areas related to their high school training. Post-secondary training is moderate for both one and five-year graduates.

Technology Education

Most graduates are male; fewer than one in 10 graduates are female both at one and five years. Two thirds of the one-year graduates and 9 out of 10 of the five-year graduates are working full and part time. Unemployment is low. Post-secondary training is less frequent. Of those who work, less than half of the one-year graduates are employed in jobs related to their high school training. Five-year graduates show a slightly higher percentage of relatedness. Post-secondary training for one-year graduates is moderate and approximately equal between VTAE and university programs.

Marketing Education

Most graduates are female; however, approximately four out of 10 graduates are male. The male/female ratio is most equal in this program area. Most graduates are working full and part time. Fewer graduates are students full and part time. Relatedness is high for both one and five-year graduates. The percentage of graduates attending university programs holds steady at both one and five years.

Special Needs

Graduate data are approximately equal between male and female. Half are employed full and part-time; one-third are students full and part-time. Of those who are employed, less than half are working in jobs related to their high school training. Unemployment is three to four times higher than other vocational programs (it is twice as high as home economics graduates). Post-secondary training for these graduates is more likely at VTAE schools than at universities.

POOL

Most graduates are female. One-third of POOL graduates in schools receiving regular vocational education funding are male and four out of 10 graduates in schools receiving only POOL funding are male. Over half of the graduates are working full and part-time. Slightly less than half are students full and part-time. Unemployment is low for graduates from regularly funded schools; unemployment is considerably higher for graduates from POOL-only schools. Approximately two-thirds are working in jobs related to their high school training. Post-secondary training at VTAE schools is high compared to other sub-group data in this chapter, particularly for POOL-only graduates. Relatedness of VTAE program to area of high school training is moderate.

Male/Female

Overall, the data show an approximately equal balance between the number of male and female graduates. Employment, full and part-time, is 10 percent higher for males at both one and five years. There is little difference in the percentage of males and females who are students full and part-time. Unemployment for males is low. Two-thirds more one-year female graduates are unemployed. At five years, the female unemployment percentage is two and one-half times the male percentage. Males earn higher hourly wages. At one-year, females earn at average of $.56/hour

less than males; the average disparity increases to $1.14/hour at five years. About half of one-year male and female graduates are working in jobs related to their area of high school training. Overall post-secondary training is approximately equal between males and females. Males are slightly more likely than females to attend post-secondary programs in areas related to their high school training.

Sequence/IPC

Slightly more IPC graduates are male. There are more female sequence graduates at one-year. More IPC graduates are employed full and part-time. More sequence graduates are students full and part-time. Two-thirds of the IPC graduates are employed in jobs related to their area of high school training. Unrelatedness is high for one-year sequence graduates. IPC graduates are more likely to attend VTAE programs; sequence graduates are more likely to attend university programs. Relatedness of post-secondary training to area of high school training follows the same trend: more IPC graduates are in related VTAE programs and more sequence graduates are in related university programs.

Table 48

AGRICULTURE

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	283		88	
male.	241	85	76	86
female.	42	15	12	14
Employed full and part time.	204	72	75	86
Student full and part time	119	42	9	11
Unemployed, looking for work	14	5	6	7
Employed in related occupations.	154	77	54	72
Employed in unrelated occupations. . . .	45	23	21	28
Average hourly wage.	$3.68		$5.16	
Average hours worked/week				
20 hours/week or less	36		4	
21-35 hours/week.	25		5	
36 hours/week or more	46		66	
Attending VTAE school.	57	21	27	31
Attending university	51	18	16*	19
Apprenticeship program	1	0	3	3
On-the-job training.	13	5	20	23
Not in school/no further training. . .	117	41	26	30
Student in related VTAE.	49	37	17	27
Student in related university.	29	22	11	17
Student in other related	13	10	7	11
Student in unrelated area.	42	32	29	45

*Includes baccalaureate and graduate work

Table 49

BUSINESS EDUCATION

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	908		162	
male.	142	16	14	9
female.	766	84	148	91
Employed full and part time.	517	57	133	82
Student full and part time	573	63	14	8
Unemployed, looking for work	67	7	11	7
Employed in related occupations. . . .	271	53	95	71
Employed in unrelated occupations. . .	245	47	37	28
Average hourly wage.	$3.36		$5.23	
Average hours worked/week:				
20 hours/week or less	253		5	
21-25 hours/week.	95		21	
36 hours/week or more	159		103	
Attending VTAE school.	244	27	31	19
Attending university	319	35	34*	21
Apprenticeship program	1	0	0	0
On-the-job training.	14	2	29	18
Not in school/no further training. . .	256	28	48	30
Student in related VTAE.	168	28	29	25
Student in related university.	160	27	26	23
Student in other related	29	5	26	23
Student in unrelated area.	237	40	34	30

*Includes baccalaureate and graduate work

Table 50

HEALTH OCCUPATIONS

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	57		6	
male.	4	7	0	0
female.	53	93	6	100
Employed full and part time.	30	53	5	83
Student full and part time	37	65	0	0
Unemployed, looking for work	2	4	1	17
Employed in related occupations. . . .	19	66	4	80
Employed in unrelated occupations. . .	10	35	1	20
Average hourly wage.	$3.30		$6.40	
Average hours worked/week:				
20 hours/week or less	16		0	
21-35 hours/week.	7		1	
36 hours/week or more	6		4	
Attending VTAE school.	16	29	3	50
Attending university	21	37	2*	33
Apprenticeship program	0	0	0	0
On-the-job training.	0	0	2	33
Not in school/no further training. . .	13	23	1	17
Student in related VTAE.	9	22	1	25
Student in related university.	13	32	2	50
Student in other related	2	5	0	0
Student in unrelated area.	17	41	1	17

*Baccalaureate degree

Table 51

HOME ECONOMICS

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	506		97	
male.	61	12	10	10
female.	445	88	87	90
Employed full and part time.	292	58	75	77
Student full and part time	243	48	7	7
Unemployed, looking for work	63	12	11	11
Employed in related occupations. . . .	154	55	42	55
Employed in unrelated occupations. . .	129	46	34	45
Average hourly wage.	$3.27		$5.17	
Average hours worked/week:				
20 hours/week or less	111		8	
21-35 hours/week.	82		12	
36 hours/week or more	91		55	
Attending VTAE school.	88	18	25	25
Attending university	137	27	18*	18
Apprenticeship program	1	0	2	2
On-the-job training.	8	2	22	23
Not in school/no further training. . .	205	40	22	23
Student in related VTAE.	38	15	16	21
Student in related university.	38	15	11	14
Student in other related	7	3	14	18
Student in unrelated area.	177	68	35	46

*Baccalaureate and graduate work

Table 52

TECHNOLOGY EDUCATION

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	930		205	
male.	873	94	190	93
female.	57	6	15	7
Employed full and part time.	612	66	184	90
Student full and part time	444	47	9	4
Unemployed, looking for work	78	8	10	5
Employed in related occupations. . . .	277	46	111	61
Employed in unrelated occupations. . .	315	53	73	40
Average hourly wage.	$3.97		$6.20	
Average hours worked/week:				
20 hours/week or less	152		11	
21-35 hours/week.	133		10	
36 hours/week or more	289		162	
Attending VTAE School.	208	22	54	27
Attending university	231	25	29*	14
Apprentice program	15	2	15	7
On-the-job training.	33	4	37	18
Not in school/no further training. . .	303	32	64	31
Student in related VTAE	168	32	41	28
Student in related university	104	20	21	14
Student in other related	42	8	41	28
Student in unrelated area	209	40	43	29

*Baccalaureate and graduate work

Table 53

MARKETING EDUCATION

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	127		37	
male.	43	34	15	41
female.	84	66	22	59
Employed full and part time.	93	73	30	82
Student full and part time	60	47	4	11
Unemployed, looking for work	9	7	2	5
Employed in related occupations. . . .	68	73	24	83
Employed in unrelated occupations. . .	25	27	5	17
Average hourly wage.	$3.35		$5.00	
Average hours worked/week:				
20 hours/week or less	32		0	
21-35 hours/week.	20		5	
36 hours/week or more	37		24	
Attending VTAE school.	19	15	17	46
Attending university	37	29	10	27
Apprenticeship program	0	0	0	0
On-the-job training.	7	5	5	14
Not in school/no further training. . .	47	37	6	16
Student in related VTAE.	14	20	15	52
Student in related university.	18	26	6	21
Student in other related	7	10	3	10
Student in unrelated area.	30	43	5	17

*Baccalaureate and graduate work

Table 54

SPECIAL NEEDS

GRADUATE DATA	ONE-YEAR N	ONE-YEAR %	FIVE-YEAR N	FIVE-YEAR %
Number of graduates.	224			
male.	106	47	Small Sample	
female.	118	53		
Employed full and part time.	115	50		
Student full and part time	80	35		
Unemployed, looking for work	51	23		
Employed in related occupations. . . .	51	46		
Employed in unrelated occupations. . .	60	54		
Average hourly wage.	$3.60			
Average hours worked/week:				
20 hours/week or less	25			
21-35 hours/week.	28			
36 hours/week or more	57			
Attending VTAE school.	53	24		
Attending university	30	13		
Apprenticeship program	0	0		
On-the-job training.	6	3		
Not in school/no further training. . .	95	42		
Student in related VTAE.	27	33		
Student in related university.	9	11		
Student in other related	3	4		
Student in unrelated area.	44	53		

Table 55

POOL

ONE-YEAR GRADUATE DATA	Regular Schools N	%	POOL-only Schools N	%
Number of graduates	40		24	
male	14	35	10	42
female	26	65	14	58
Employed full and part time	22	59	13	54
Student full and part time.	14	46	11	46
Unemployed, looking for work.	1	3	3	13
Employed in related occupations	14	64	8	62
Employed in unrelated occupations	8	36	5	38
Average hourly wage	$4.68		$3.20	
Average hours worked/week:				
20 hours/week or less.	7		5	
21-35 hours/week	7		4	
36 hours/week or more.	7		4	
Attending VTAE school	12	30	9	38
Attending university.	9	22	0	0
Apprenticeship program.	0	0	0	0
On-the-job training	0	0	10	42
Not in school/no further training	12	30	2	8
Student in related VTAE	7	27	4	31
Student in related university	9	35	1	4
Student in other related.	2	8	0	0
Student in unrelated area	8	31	8	33

Table 56

MALE/FEMALE

GRADUATE DATA	ONE-YEAR				FIVE-YEAR			
	Male		Female		Male		Female	
	N	%	N	%	N	%	N	%
Number of graduates.								
male.	1566	48			353	49		
female.			1718	52			363	51
Employed full and part time.	997	64	930	54	313	88	282	78
Student full and part time	819	52	1009	58	44	13	42	11
Unemployed, looking for work	95	6	164	10	14	4	36	10
Employed in related occupations. . . .	510	53	488	52	193	62	173	61
Employed in unrelated occupations. . .	453	47	439	47	116	38	110	39
Average hourly wage.	$3.86		$3.30		$6.08		$4.94	
Average hours worked/week:								
20 hours/week or less	260	17	420	24	20	6	25	7
21-35 hours/week.	192	12	210	12	23	7	45	12
36 hours/week or more	477	30	289	17	267	76	209	58
Attending VTAE school.	296	19	384	22	97	27	80	22
Attending university	510	33	568	33	62	18	86	23
Apprenticeship program	17	1	2	0	22	6	4	1
On-the-job training.	61	4	28	2	75	21	67	18
Not in school/no further training. . .	456	29	549	32	91	26	92	25
Student in related VTAE.	230	29	220	25	64	26	59	22
Student in related university.	204	26	175	20	42*	17	42*	15
Student in other related	61	7	46	5	46	18	46	17
Student in unrelated area.	303	38	439	50	97	39	125	46

*Baccalaureate and graduate work

Table 57

SEQUENCE/IPC

GRADUATE DATA	ONE-YEAR				FIVE-YEAR			
	Sequence		IPC		Sequence		IPC	
	N	%	N	%	N	%	N	%
Number of graduates.	1519		1300		230		366	
male.	689	45	679	52	117	51	189	52
female.	830	55	621	48	113	49	177	48
Employed full and part time.	889	58	863	66	187	82	316	86
Student full and part time	852	56	628	49	19	8	19	5
Unemployed, looking for work	126	8	108	8	21	9	20	5
Employed in related occupations. . .	374	43	569	66	115	61	206	69
Employed in unrelated occupations. .	485	56	289	34	73	39	98	31
Average hourly wage.	$3.56		$3.61		$5.91		$5.42	
Average hours worked/week:								
20 hours/week or less	341	22	261	20	14	6	14	4
21-35 hours/week.	183	12	182	14	20	9	34	9
36 hours/week or more	320	21	391	30	150	65	265	72
Attending VTAE school.	298	19	334	25	54	24	104	28
Attending university	522	34	276	21	58	25	51	14
Apprenticeship program	4	0	14	1	7	3	13	4
On-the-job training.	32	2	43	3	42	18	73	20
Not in school/no further training. .	470	31	473	36	64	28	103	28
Student in related VTAE.	181	20	267	37	31	19	89	33
Student in related university. . . .	215	24	146	20	34*	20	43*	16
Student in other related	54	6	47	7	25	15	66	25
Student in unrelated area.	454	50	260	36	76	46	71	26

*Baccalaureate and graduate work

Chapter 4

OUTCOMES OF SECONDARY VOCATIONAL EDUCATION

A profile of five outcomes of secondary vocational education in Wisconsin can be drawn using the evaluation data collected in 1983-84. The outcomes can also be interpreted as benefits to the young people who participated in various forms of vocational programs as a part of their high school education. These documented outcomes take on an element of urgency in light of the fact that statewide, 60 percent of Wisconsin high school graduates receive no further training after they graduate. Another major factor in the importance of secondary vocational education is the changing job market in Wisconsin and the resulting impact of new technologies on secondary vocational programs.

Employment

In a broad sense, the mission of secondary vocational education is to provide education for employment*. Evaluation data collected in 1983-84 give evidence that the mission is being accomplished. IPC programs are the most effective training method to get young people into the job market. Consistently, one-, three- and five-years out of high school, more IPC graduates are working than general sequence vocational graduates. Nonvocational (general education) graduates show considerably lower rates of employment than the IPC and sequence graduates.

Wages

Technology education graduates receive the highest average wage of any p[illegible] area. They not only begin at higher wages but also increase at a h[illegible] rate than many other program areas. The same statements can be made fo[illegible]e graduates (IPC and sequence). Agriculture graduates show considerably l[illegible]crease in wage between one and five years. While business education and home economics graduates earn approximately minimum wage one year after graduation, their wage increases at about the same rate as technology education graduates. Female graduates (IPC and sequence) show both a low one-year wage and a lower rate of increase.

Job Relatedness

A high percentage of IPC graduates are working in jobs related to their high school vocational training. Moreover, that percentage remains consistent in one- and five-year data collected in 1984 as well as three-year data collected in 1982. This consistency is particularly noteworthy in light of major changes in Wisconsin's job market. Sequence graduates show a lower level of job relatedness, further supporting the effectiveness of IPC programs.

Unemployment

Unemployment rates for IPC and sequence graduates have stayed remarkably steady through a time of high unemployment statewide. Male unemployment rates are considerably lower than female unemployment rates. Even so, the female rate is less than half the statewide 1983 rate for 16-19 year olds.**

*Report of the Parker Pen Study, October, 1984.
**Wisconsin Department of Industry, Labor and Human Relations 1983: 21.2% unemployment for 16-19 year olds.

Post-Secondary Training

The vocational training provided to IPC graduates encourages immediate employment. Sequence graduates, however, are more likely to be full and part-time students. The type of post-secondary program which graduates choose, also varies. IPC graduates are more likely to choose VTAE programs; sequence graduates are more likely to choose university programs. Post-secondary relatedness is highest for IPC graduates in a VTAE program; sequence graduates in a university program show higher levels of relatedness.

Training Satisfaction

One of the strongest themes that recurs throughout the 1983-84 data is the high degree of satisfaction with vocational training expressed by graduates, in-school students, employers of graduates and parents. The consistency of response from four different groups attests to the perceived value and effectiveness of secondary vocational education.

Graduates

Satisfaction levels are high in all graduate data. IPC graduates are more satisfied than sequence graduates. There are only small differences in satisfaction levels in the program areas. Special needs graduates are slightly less satisfied than sequence or IPC graduates. POOL graduates show an extremely high level of satisfaction. Females are slightly more satisfied than males.

In-School Students

Satisfaction levels expressed by in-school students* are remarkably high. Differences between program areas are slight. Male and female responses are similar. Special needs and POOL satisfaction levels are slightly higher than overall percentages.

Employers

Satisfaction was expressed by employers as "preference to hire." IPC graduates, again, receive extremely high ratings from employers. The lower ratings, given to sequence graduates are still excellent, even though overshadowed by the very high preference given to IPC graduates. There is little difference in ratings between program areas or special needs graduates.

Parents

Satisfaction was expressed by parents for "the education and preparation my child received for his/her career choice." Again, IPC programs show high levels of satisfaction, with sequence programs lower. Parents of POOL graduates reported higher satisfaction than either IPC or sequence graduates.

*Grades 9-12, IPC and sequence students

Male/Female

Evaluation data for male and female response is seen as an important outcome of secondary vocational education because various differences can be documented. The data do not provide reasons for the differences. Further research is necessary to develop conclusions and recommendations about this complex issue.

What can be stated from the data, however, is that more male one and five-year graduates are working full and part-time; slightly more female one-year graduates are full and part-time students; unemployment is higher for females; and wages are higher for males. Females express a higher level of satisfaction, even though they receive lower wages and have higher unemployment. Slightly more female one-year graduates attend VTAE programs. At five-years, more females have completed or are enrolled in university programs; more male five-year graduates are in VTAE programs.

Employers consistently rate females higher in job preparation, preference to hire, basic skills, job skills, and personal qualities.

Female in-school students are slightly more satisfied with their vocational training.

Parents of female graduates are less satisfied with "the education and preparation my child received for his/her career choice."

Special Needs

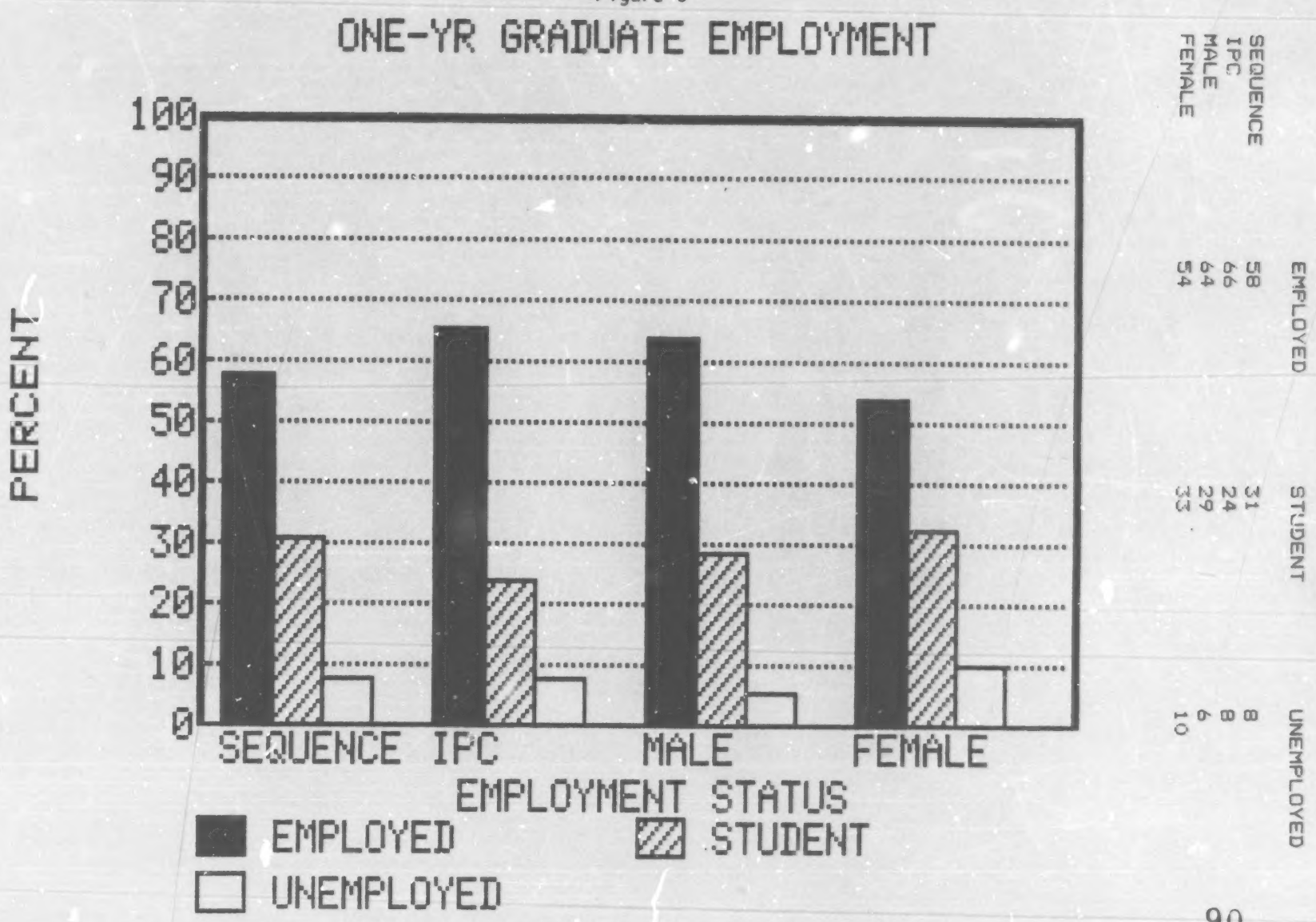
Fewer special needs graduates are either working full and part-time or are students full and part-time. Unemployment is considerably higher for these graduates. Job relatedness is much lower, as is satisfaction with vocational training.

Employers show a high level of preference to hire special needs graduates and give them a high overall rating.

In-school special needs students are found in all vocational student organizations, with the highest percentage belonging to FFA and FHA. In-school special needs students show comparable satisfaction levels to other graduates.

Parents of special needs graduates are less satisfied with "the education preparation given my child for his/her career choice."

Figure 6



	EMPLOYED	STUDENT	UNEMPLOYED
SEQUENCE	58	31	8
IPC	66	24	8
MALE	64	29	6
FEMALE	54	33	10

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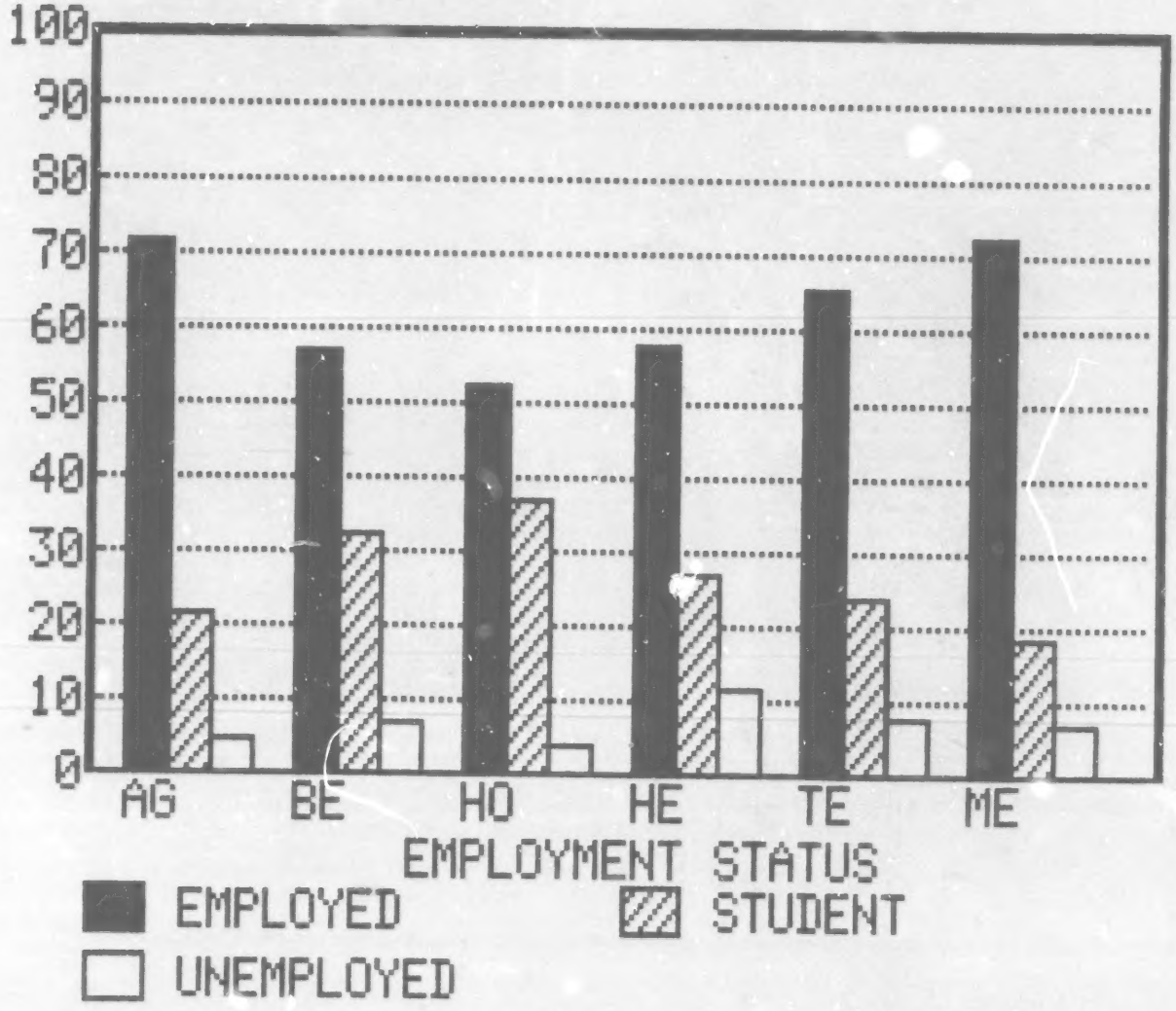
Figure 7

ONE-YR GRADUATE EMPLOYMENT



	EMPLOYED	STUDENT	UNEMPLOYED
AG	72	22	5
BE	57	33	7
HO	53	37	7
HE	58	27	4
TE	66	24	12
ME	73	19	8

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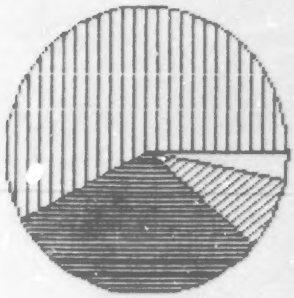
Figure 8

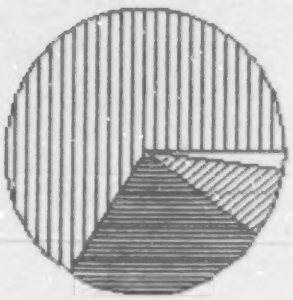
EMPLOYMENT STATUS
ONE AND FIVE-YEAR SEQUENCE AND IPC GRADUATES

ONE-YEAR SEQUENCE GRADS



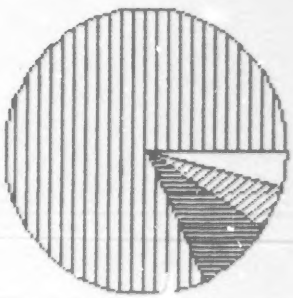
3%
UNEMPLYD,NT LNG
8%
UNEMPLYD,LOOKNG
31%
STUDENT
58%
EMPLOYED

ONE-YEAR IPC GRADUATES



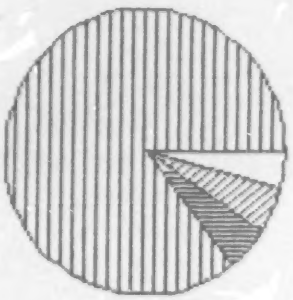
2%
UNEMPLYD,NT LNG
8%
UNEMPLYD,LOOKNG
24%
STUDENT
66%
EMPLOYED

FIVE-YEAR SEQUENCE GRADS



4%
STUDENT
5%
UNEMPLYD,NT LNG
9%
UNEMPLYD,LOOKNG
82%
EMPLOYED

FIVE-YEAR IPC GRADUATES



4%
UNEMPLYD,NT LNG
5%
STUDENT
5%
UNEMPLYD,LOOKNG
86%
EMPLOYED

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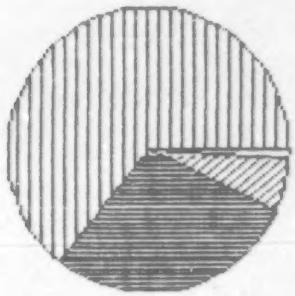
Figure 9

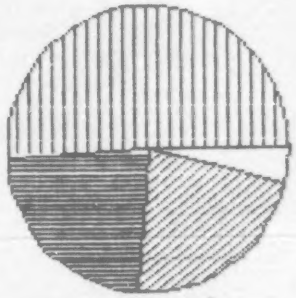
EMPLOYMENT STATUS
ONE AND FIVE-YEAR MALE AND FEMALE GRADUATES

ONE-YEAR MALE GRADS



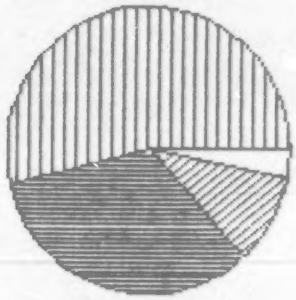
1% UNEMPLYD, NT LKG
6% UNEMPLYD, LOOKNG
29% STUDENT
64% EMPLOYED

ONE-YR SPECIAL NEEDS GRADS



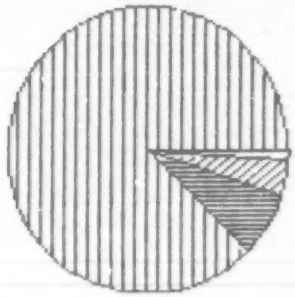
4% UNEMPLYD, NT LKN
22% STUDENT
23% UNEMPLYD, LOOKNG
51% EMPLOYED

ONE-YEAR FEMALE GRADS



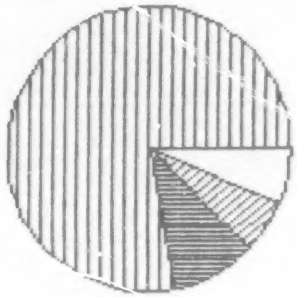
3% UNEMPLYD, NT LKG
10% UNEMPLYD, LOOKNG
33% STUDENT
54% EMPLOYED

FIVE-YEAR MALE GRADS



1% UNEMPLYD, NT LKG
4% UNEMPLYD, LOOKNG
7% STUDENT
88% EMPLOYED

FIVE-YR FEMALE GRADS



6% STUDENT
6% UNEMPLYD, NT LKG
10% UNEMPLYD, LOOKNG
78% EMPLOYED

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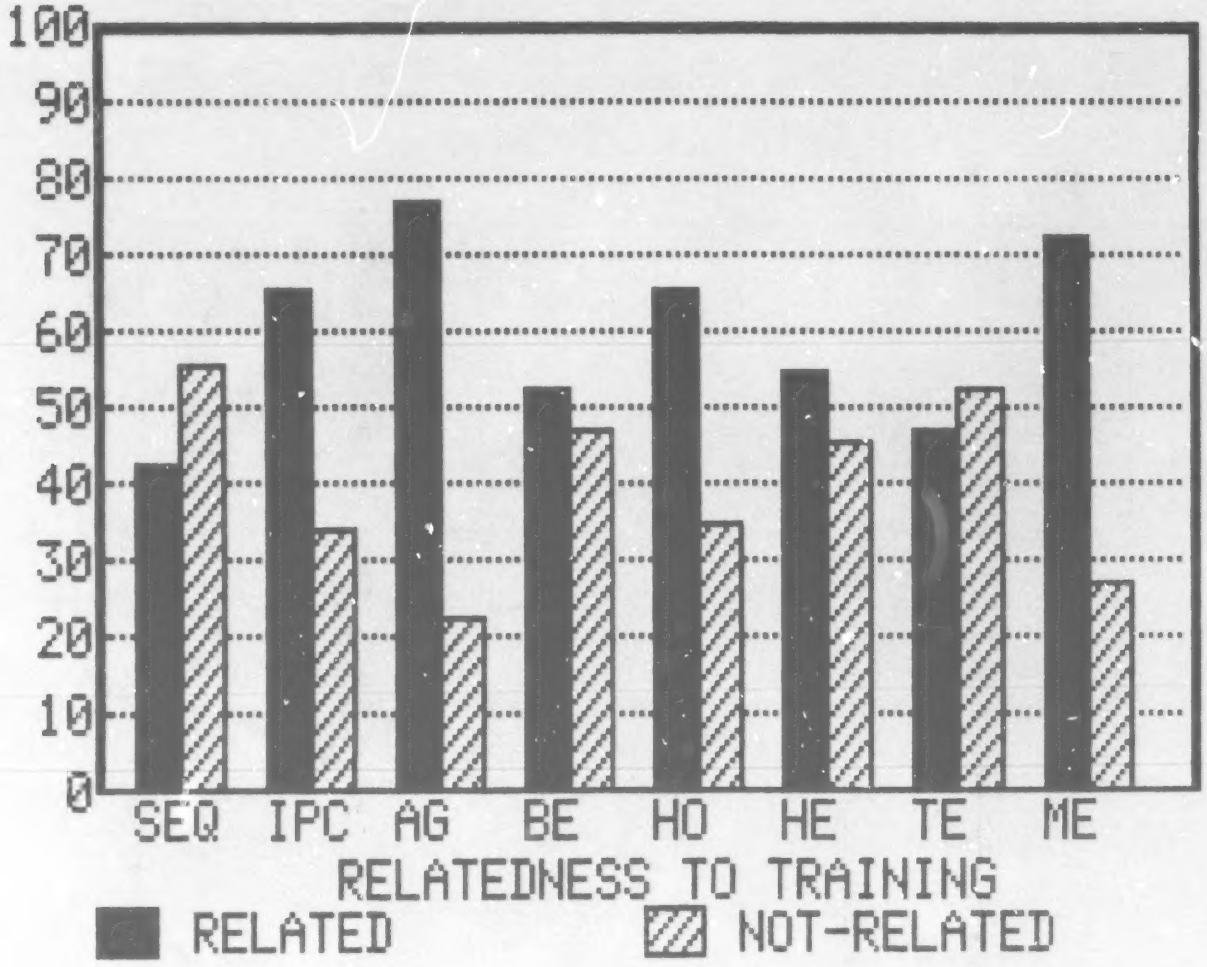
Figure 10

JOB RELATEDNESS



	RELATED	NOT-RELATED
SEQ	43	56
IPC	66	34
AG	77	23
BE	53	47
HO	66	35
HE	55	46
TE	47	53
ME	73	27

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Figure 11

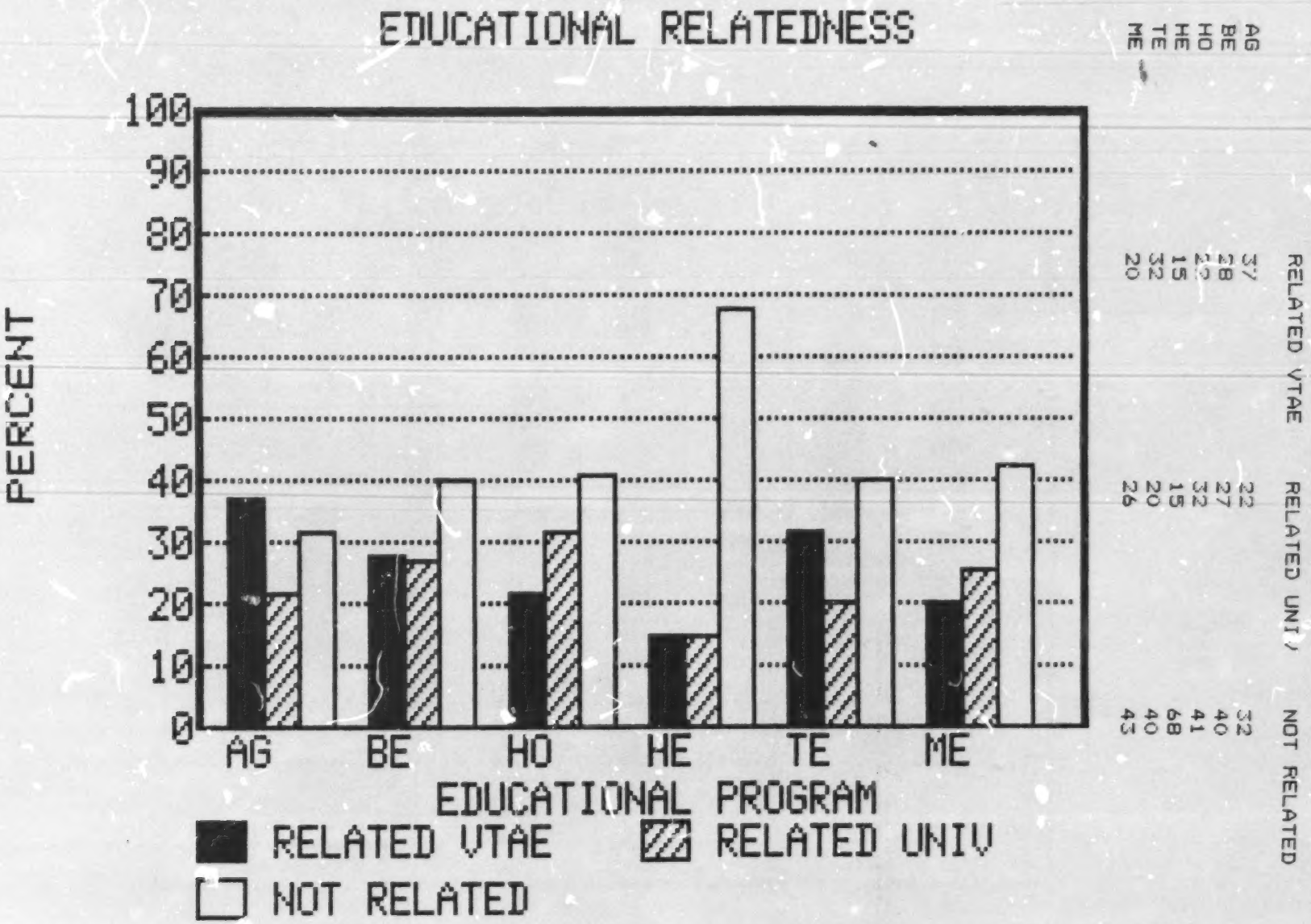
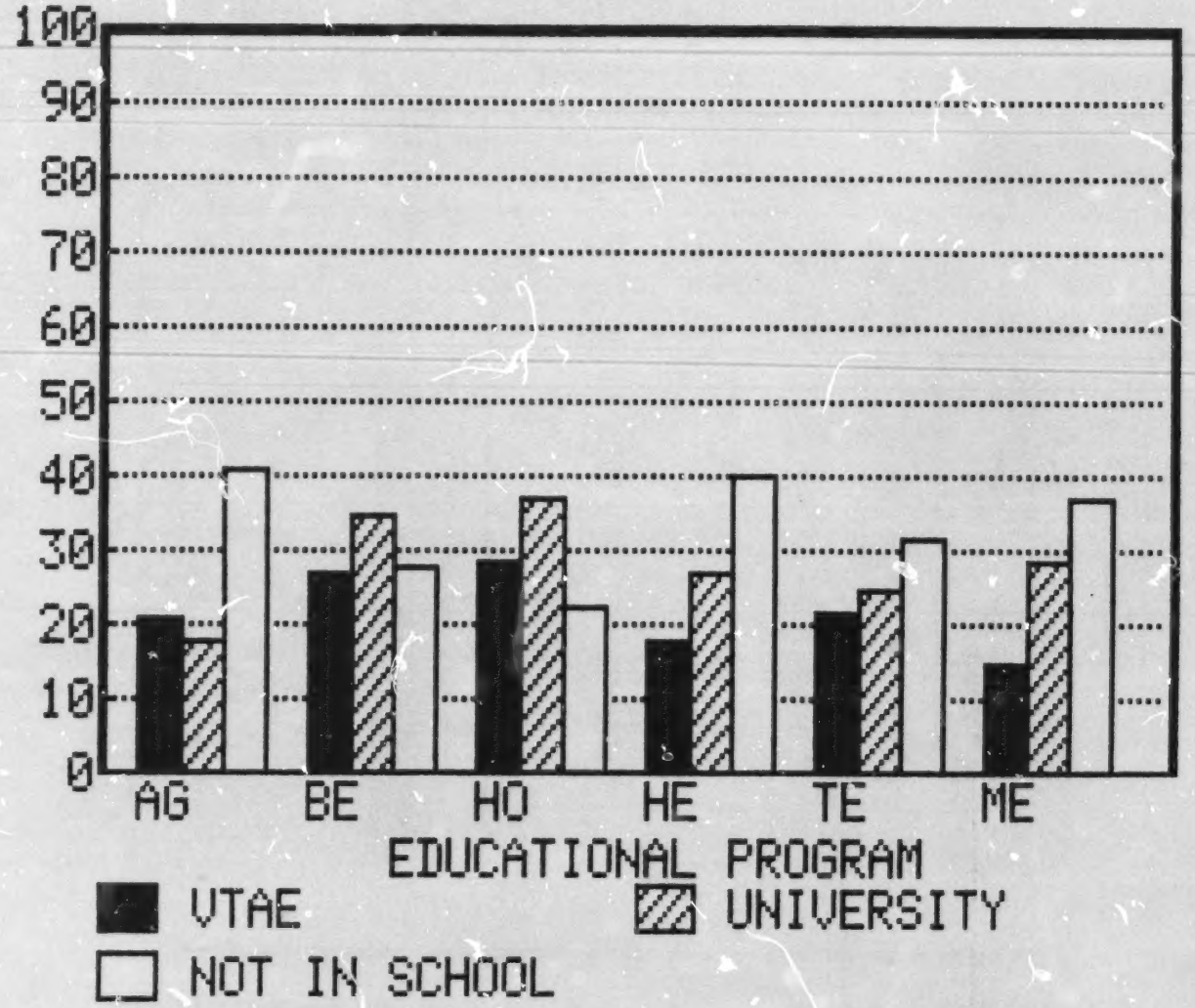

EDUCATIONAL RELATEDNESS
PERCENT
100
90
80
70
60
50
40
30
20
10
0
AG
BE
HO
HE
TE
ME
EDUCATIONAL PROGRAM
RELATED VTAE
RELATED UNIV
NOT RELATED
AG 37 22 32
BE 28 27 40
HO 15 32 41
HE 32 15 68
TE 20 20 40
ME 20 26 43
RELATED VTAE
RELATED UNIV
NOT RELATED

Figure 12

ONE-YEAR EDUCATNL STATUS



	VTAE	UNIVERSITY	NOT IN SCHOOL
AG	21	18	41
BE	27	35	28
HO	29	37	23
HE	18	27	40
TE	22	25	32
ME	15	29	37

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Figure 13

TRAINING SATISFACTION

	ONE-YR GRADS	IN-SCHOOL STUDT	EMPLOYERS	PARENTS
SEQ	75	85	76	65
IPC	84	85	89	75
SPN	69	86	70	51
MALE	75	[illegible]	81	71
FEMALE	80	[illegible]	84	65

Appendix A

1983-84 School Listing

Altoona High School
Arcadia High School
Augusta High School
Barron High School
Belmont High School
Blair High School
Bloomer High School
Bonduel High School
Butternut High School
Cedarburg High School
Chippewa Falls High School
Clear Lake High School
DePere High School
East Troy High School
Elk Mound High School
Florence High School
Franklin High School
Glidden High School
Granton High School
Independence High School
Kettle Moraine High School
Lena High School
Marinette High School
Menomonie High School
Middleton High School
Minocqua High School
Mukwonago High School
Neenah High School
New Richmond High School
Osseo-High School
Plainfield High School
Plymouth High School
Potosi High School
Seymour High School
Southern Door High School
Sparta High School
Spencer High School
St. Croix (Hammond) High School
Superior High School
Taylor High School
Valders High School
Waukesha
- North High School
- South High School
Whitehall High School
Whitnall High School

DISAP, Version 2.2, RSTS Ve.[illegible]-06 TCSC-System A. Program: Da[illegible]101 Page: 4
Center for Vocational Technical and Adult Education
Group number based on question 1 for this analysis
Analysis on 08-Dec-84 at 11:41 AM. Data from file: XXXX:1
Survey analysis of response to 34 questions, by 62 people

==========
Question: 5
==========

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(1) Male (2) Female

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
0	1.48	1.48	0.50	0.50	62	62	0.98	1.47	1.98	1.00

Omit	1	2	
0.00	0.52	0.48	People
0	32	30	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
1	1.42	1.42	0.50	0.50	36	36	0.93	1.36	1.90	0.97

Omit	1	2	
0.00	0.58	0.42	People
0	21	15	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
2	1.50	1.50	0.51	0.51	20	20	1.00	1.50	2.00	1.00

Omit	1	2	
0.00	0.50	0.50	People
0	10	10	

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
3	1.83	1.83	0.41	0.41	6	6	1.50	1.90	2.20	0.50

Omit	1	2	
0.00	0.17	0.83	People
0	1	5	

==========
Question: 6
==========

I am presently: (1) employed FULL time in a non-military occupation. (2) employed FULL time in the military service. (3) employed PART time--not in school (4) employed PART time while in school (5) full-time student--not employed part time (6) unemployed but looking for paid employment (7) unemployed, not looking for paid employment.

Group	Mean		Stand Dev		Number		Quartile			
	Omit	No Omit	Omit	No Omit	People	Checks	First	Median	Third	IQR
0	4.13	4.27	1.86	1.52	62	62	3.72	4.74	5.20	1.47

Omit	1	2	3	4	5	6	7	
0.03	0.13	0.00	0.08	0.15	0.53	0.05	0.23	People
2	8	0	5	9	33	3	2	

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